

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 475-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address

Legal Name: Beaver Dam Unified School DistrictAddress: 705 McKinley Street

Organizational Unit

V21 5L 04 2127City Beaver DamState WICounty DodgeZIP Code + 4 53916 - 1941

2. Applicant's D-U-N-S Number

(b)(2)

6. Novice Applicant

☐ Yes ☒ No

3. Applicant's T-I-N

3 9 - 6 0 3 1 2 2 4

7. Is the applicant delinquent on any Federal debt? ☐ Yes ☒ No (If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #:

8 4 2 1 5 LTitle: Smaller Learning Communities Program

8. Type of Applicant (Enter appropriate letter in the box.)

K

5. Project Director: Roberta Marck

Address: Beaver Dam High School, 500 Gould St.City Beaver DamState WIZIP Code + 4 53916 - 1941Tel. #: (920) 885-7313Fax #: (920) 885-7317E-Mail Address: Marckr@beaverdam.k12.wi.us

A State

G Public College or University

B Local

H Private, Non-Profit College or University

C Special District

I Non-Profit Organization

D Indian Tribe

J Private, Profit-Making Organization

E Individual

K Other (Specify):

F Independent School
DistrictPublic School District

Application Information

9. Type of Submission:

—PreApplication

—Application

☐

Construction

☐

Construction

☐

Non-Construction

☒

Non-Construction

10. Is application subject to review by Executive Order 12372 process?

☒Yes (Date made available to the Executive Order 12372
process for review): 4/29/2004☐

No (If "No," check appropriate box below.)

☐

Program is not covered by E.O. 12372.

☐

Program has not been selected by State for review.

12. Are any research activities involving human subjects planned at any time during the proposed project period?

☐

Yes (Go to 12a.)

☒

No (Go to Item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

☐

Yes (Provide Exemption(s) #):

☐

No (Provide Assurance #):

13. Descriptive Title of Applicant's Project:

Beaver Dam High School: "Community of Lifelong Learners"

11. Proposed Project Dates:

Start Date:
8/1/2004End Date:
8/1/2007

Estimated Funding

14a. Federal \$ 299,918.00

b. Applicant \$

(b)(4)

c. State \$

.00

d. Local \$

.00

e. Other \$

.00

f. Program Income \$

.00

g. TOTAL \$

(b)(4)

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Dr. Brian Busler

b. Title

District Administratorc. Tel. #: (920) 885-7309Fax #: (920) 885-7306d. E-Mail Address: buslerb@beaverdam.k12.wi.us

e. Signature of Authorized Representative

Date: 4/28/2004

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Assurances and Certifications

GEPA, Section 427

Assurances – Non Construction Programs - Form 424B

Certification Regarding Lobbying – Form ED80-0013

Certification Regarding Debarment – Form ED80-0014

Disclosure of Lobbying Activities – Form LLL

State Single Point of Contact Letter

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 - (E) Percentage of graduates enrolling in postsecondary education and others. 3
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- (5) Reviewed scientifically-based research and carried out planning activities. 8

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- (2) Implement research-based strategies, services, and interventions likely to improve overall student achievement and other outcomes.
 - (A) More rigorous academic curriculum and academic support for all students. 10
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- | | |
|--|----|
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Assurances and Certifications

Appendix:

- A. School Report Card
- B. Resumes
- C. Advisory Council Membership
- D. Letters of Support

(A) NEED FOR PROJECT

(1) Assisting Schools with the Greatest Need (5 points)

Beaver Dam is a blue-collar, working class community with a median household income of \$37,873, well below the Statewide average of \$43,791 (2000 U.S. Census). Consequently, poverty runs rampant among our elementary feeder schools where one in three students comes from a low-income home and free and reduced lunch rates reach as high as 50%. While the ethnic composition of our district is predominantly white (90%), we have experienced an explosion of diversity over the past few years, especially among Hispanics. In fact, the Hispanic population has increased to almost 8%, representing an 86% increase since 1997. Our district is facing several significant issues that increase the need for implementing Smaller Learning Communities (SLC) in the Beaver Dam High School (BDHS) currently “home” to a total of 1,144 students in grades 9-12 who are served by approximately 90 certified teachers. Wedged between the three largest metropolitan areas of the state (Madison, Milwaukee, and the Fox Valley Region), the community attracts a rather diverse group of residents who enjoy the area for its “hometown” atmosphere as well as its close commuting distance. With the recent construction of a four-lane interstate around Beaver Dam, our community is growing and sprawling like never before. In fact, the 2000 Comprehensive Plan for the Beaver Dam area projects a 40% increase in population by 2020. Most noteworthy is the fact that a Wal-Mart Supercenter *and* Distribution Center will soon be added to the economic base of our community projected to add upwards of 900 jobs to the local labor force. While we embrace the addition of new jobs, we are very concerned about the impact of a growing population on an already stressed high school environment. Fortunately, we successfully landed a Smaller Learning Communities (SLC) Planning grant through the U.S. Department of Education (USDOE) in August of 2002 and have spent the past 20 months in an exhaustive and comprehensive planning process which has led us to the development of this proposed project. As part of this planning process, a Needs Assessment Committee was formed that was instrumental in identifying and documenting the need for this proposed project, which is described in the following pages.

(A) Student Performance in Reading/Language Arts and Math; and (B) Gaps in Performance in Reading/Language Arts and Math: Fully one in four BDHS 10th graders fails to achieve grade level proficiency in Reading, Language Arts, and Math, according to results from the state’s standardized tests, the Wisconsin Knowledge and Concepts Exams (WKCE). Twenty five percent (25%) of BDHS 10th graders fail to achieve

proficiency in Reading compared to 23% of their Statewide peers. Compounding this distressing information is the fact that students who are typically underserved or underrepresented fare much worse – such as those with disabilities or who are economically disadvantaged. These figures should not be taken lightly given the significant and growing levels of poverty and ethnic diversity that characterize our district. The table below illustrates the alarming disparity in achievement levels as revealed by results from the 2002-03 WKCE. Note that in all three subjects:

- ◆ An average of 46% of students from combined minority groups were unable to achieve proficiency.
- ◆ Almost 80% of disabled students scored below proficiency as compared to 17% of their non-disabled peers.
- ◆ Nearly 40% of students who are economically disadvantaged scored below the Proficient level as compared to 22% of their non-disadvantaged peers.

	Reading	Language Arts	Math
All BDHS 10th Graders	25	23	23
Combined Minority Groups	38	38	63
Students w/Disabilities	78	81	71
Non-disabled Students	19	16	17
Economically Disadvantaged	42	27	37
Not Economically Disadvantaged	22	22	21

A closer analysis reveals that by the end of the first semester of this school year, nearly 15% of all students had a grade point average (GPA) of 1.5 or below (on a 4.0 scale) and fully 43% of students had received at least one “D” or “F”. Last school year, 44 students were retained – seven times the number compared to the previous school year – and our overall high school retention rate of 4% was double that of the Statewide average of 2% for all schools combined. Students of ethnic minority origin had the highest retention rate at 10% for Asians and 13% for Hispanics.

(C) Disparities in Graduation Rates: While our graduation rate over the past three years has averaged 98%, there are significant underlying reasons for this pointing to academic failure among our students. Many failing students who typically have major credit deficiencies and most likely would not graduate with their peers drop out of the “regular” high school or enroll in the Beaver Dam Charter School, which currently serves about 110 severely at-risk students. Most students enroll in this school as a “last ditch effort.” Statistics from ‘02-‘03 reveal that fully 12.4% of charter students in grades 10-12 dropped out last year, much higher than the Statewide average of 2.1% for all students in grades 10-12. Had these students stayed in the high school, our graduation rate would be much lower. A closer look at the high school's graduation rate reveals that Hispanic students fail to achieve the same graduation rate as their peers. In fact, two years ago only 75% of Hispanics graduated as compared to 98% of Whites.

(D) Disciplinary Actions and Incidents of Violence and Drug Use: Our high school is plagued by a serious degree of violent and disruptive behavior indicative of underlying social and pedagogical issues related to feelings of alienation, low self-esteem, and intolerance. Statistics taken from last school year reveal the following disturbing

facts: a total of nearly 1,096 **disciplinary incidents** were recorded related to violence, disruptive behavior, substance abuse, and other harmful activities; a total of 54 students received **out-of-school suspensions**, representing a 26% increase from the previous two school years - the suspension rate was highest among Hispanics (11%) and combined minority groups (25%); the **expulsion rate** of 0.9% (for students expelled due to drug and violence issues) was three times higher than the Statewide average of 0.3% for all high schools across the state; and fully 82 students were **habitually truant** representing a 7.3% truancy rate - the Hispanic truancy rate is almost four times that at 27%.

In addition, a recent Search Institute Survey and a SLC Needs Assessment Survey conducted during the SLC Planning Grant project uncovered the following distressing data among 9th-11th graders: fully 82% had used alcohol and 49% had smoked cigarettes once or more in their lifetimes, while 20% had used illicit drugs in the year before the survey; **almost 30% fear getting hurt by someone at their school**; of the males, 42% had hit or beat someone up, 31% had threatened to physically hurt someone, 27% had gotten into trouble with the police, and 13% report they had carried a weapon for protection once or more in the past year before the survey; **63% report they know students who use drugs and 46% report they know students who use alcohol during the school day**; 68% do not feel they have the ability to resist negative peer pressure; and 54% do not seek to resolve conflict peacefully.

Furthermore, the juvenile crime arrest rate in Beaver Dam is much higher than County and State averages. According to the Statistical Analysis Center of the Wisconsin Office of Justice Assistance, the juvenile arrest rate in Beaver Dam was 77.4 arrests per 1,000 juveniles, compared to the Dodge County rate of 24.2 arrests per 1,000, and the State of Wisconsin rate at 19.0 arrests per 1,000 juveniles (2002). *The juvenile arrest rate for drug arrests was 5.1% for Beaver Dam, 2.9% for Dodge County, and 3.9% for the State in 2002.*

Large and impersonal classes, student aggression, intolerance for diversity, and apathetic attitudes are wreaking havoc on both school and classroom climate. Data from the Search Institute and SLC Needs Assessment Surveys reveals that 53% of students report they do not care about their school and 81% do not agree that the school provides a caring and encouraging school climate; an average of 68% are unsure or do not agree with the statements, “My teachers really care about me” - and - “I get a lot of encouragement at my school”; when asked what they would do if “**someone hit or pushed you at school?**” – 54% would “**hit and push them right back, or hurt them worse,**” while only 13% would “try to work out our differences”; 73% report they do not have knowledge of and comfort with people of different cultural/racial backgrounds; almost 40% feel that racial harassment is a problem in their school; one fourth feel that teasing and bullying keeps them from doing well in school; and since 2000-01, the

percentage of students who participate in extra-co-curricular activities has dropped dramatically, or from 57% to 25% in academics, from 75% to 51% in athletics, and from 70% to 35% in music. To make matters worse, we currently offer no personalization strategies, such as mentoring or teacher advisory systems, to address these issues.

E) Enrollment in Postsecondary Education, Apprenticeships, or Advanced Training: The 2002-03 annual Survey of Post Graduate Intentions reveals:

- ◆ The percentage of BDHS 12th graders (at 45%) who planned on going to a 4-year college falls behind that of the Statewide average of 48%; only 25% of BDHS Hispanic students planned on attending a 4-year college.
- ◆ The percentage of BDHS 12th graders who planned on employment or seeking employment at 18% was far greater than the Statewide average of 10%, while only 0.4% would seek “job training” (such as apprenticeships) as compared to 2% at the Statewide level.
- ◆ Fully 50% of BDHS Hispanics planned on “employment” right after graduation, compared to 10% of Whites.

In addition, a follow-up survey of graduates conducted between 1998-2000 (the most recent period from which data is available), found that 45% of graduates surveyed were attending a 4-year college, 1% went into apprenticeships, and fully 31% went directly into the work force. (*Please note that our State and district do not collect or report data for post graduate intentions by any other subgroups than gender or race/ethnicity, therefore data for disabled and students in poverty is not available). It should also be noted that currently, only .07% (or 79 students) are involved in any local work-related activities, such as school-to-work, youth apprenticeships, or cooperative education.

Our high schoolers fall behind the Statewide average for taking Advanced Placement Tests (APT), the ACT, and enrolling in advanced coursework. For example, during 2002-03 school year: (1) only 50.8% of 12th graders took the ACT compared to 57.3% of all 12th graders across the State; (2) only 4.7% of BDHS students took the APT compared to 5.7% of their Statewide peers; (3) of those BDHS students that took the APT, only 57% passed compared to almost 70% of their Statewide peers; (4) an average of only 2.9% of BDHS students enrolled in Wisconsin Department of Public Instruction (WDPI) defined advanced coursework for Science and Math last school year as compared to an average of 9.0% of their Statewide peers; and (5) no students enrolled in the College Advanced Placement Program (CAPP) for Math, Science, or English compared to an average of 0.4% of their Statewide peers. Perhaps it is no wonder that the U.S. Census reports only 13% of area resident age 25 and over have a bachelor's degree or higher as compared to 22% at the Statewide level (2002).

It should also be noted that the Beaver Dam Middle School currently operates on a house structure in grades 6-8, therefore students experience significant “shock” when they enter 9th grade at the “traditionally structured” high school. In fact, the SLC Needs Assessment Survey reveals that 63% of teachers report that incoming 9th graders are not well prepared academically for high school, while 47% feel students are not well prepared socially or emotionally.

(2) Strategies Employed to Address Identified Need (5 points)

Based on our comprehensive and meticulous planning process, our district – with the support all stakeholders - has chosen to implement the following research-based strategies designed to most thoroughly address student need:

- ♦ A **“house” structure** in grades 9 and 10 to develop a more personable and smaller learning community for students in their most critical transition stage – and to better address their social and academic needs.
- ♦ The current 8-period schedule will be changed to a **four period (4 x 4) block schedule**, allowing students and teachers to develop more caring and personal relationships; for more rigorous and improved instruction through team teaching and content integration; for improved achievement through more authentic and constructivist learning; and for the integration of and enrollment in more advanced coursework.
- ♦ A **teacher advisory system** in grades 9-12 using daily advisory periods to develop more personal and caring relationships between students/teachers and to provide structured time for academic, social, and career support.
- ♦ An expanded **freshman transition program** will provide incoming 9th graders with the skills, confidence, and knowledge to easily integrate into the high school culture and succeed both socially and academically
- ♦ **Improved curriculum, instruction, and assessment** will ensure that all students are able to achieve proficiency in challenging State standards and provided instruction that meets their diverse learning needs.
- ♦ **Academic support** will be provided during the school day, in the after-school hours, and summer weeks to help narrow the achievement gap through one-on-one tutoring, homework assistance, ELL support, placement of special education teachers/aides in core subject classrooms, academic support in daily teacher advisory systems, and use of research-based intervention and skill-building programs.
- ♦ A **Peer Mentoring** program will provide consistent and caring social support for all 9th and 10th grade students.
- ♦ A more **caring and supportive environment** will be ensured as all teachers are trained in and able to implement the research-based **Tribes** program in all 9th-12th classrooms.
- ♦ All staff will be provided with **high-quality and sustained professional development** designed to provide them with the skills to implement smaller learning communities, improve their instructional and assessment techniques, and increase their content knowledge in and ability to teach core academic subjects.
- ♦ **Community involvement in education** will promote adult advocacy, participation, and enhanced education.

(B) FOUNDATION FOR IMPLEMENTATION**(1) Teacher Support/Involvement (3 points); (2) Administrator, Teacher and Other School Staff Support/Involvement (3 points); and (3) Parents, Students, and Other Stakeholder Support/Involvement (3 points)**

Our district began a formal planning process for SLC implementation more than five years ago when concerned educators began meeting to identify and address needs among high school students. This process culminated in the successful funding of a USDOE SLC Planning Grant in August 2002, and the subsequent development of this proposed implementation project. Overwhelming support was documented when 88% of BDHS staff voted in approval for the planning project, and a total of 121 stakeholders (teachers, students, administrators, support staff, School Board, parents, and employers) officially signed a **Participation Agreement**, indicating their support and intent to be involved in project planning activities (see Appendix B). As part of the Planning Grant program, we formed a Planning Task Force, which consisted of the following five committees comprised of 38 key stakeholders,

including teachers, administrators, School Board members, parents, students, and local employers: **1) Community Outreach Committee** to educate, inform, and solicit the involvement of all key stakeholders in the planning project; **2) Needs Assessment Committee** to undertake a thorough student, teacher, administrative, and community needs assessment; **3) SLC Programming Committee** to study and investigate the feasibility of various research-based SLC programming options; **4) Administration/Management Committee** to identify the best implementation methodologies for the various SLC programming solutions identified; and **5) SLC Steering Committee** to guide the entire planning process and ultimately select SLC strategies and structures that would best address student need. See Appendix B for a roster of each committee. In general, these committees met regularly (ranging from weekly to monthly) and during numerous Saturday retreats for the past 20 months to accomplish planning activities. The entire planning process was headed and coordinated by two Project Co-Directors (also BDHS teachers) - Patrick Lutz (School-to-Work and Career Center Coordinator) and Roberta Marck (Social Studies teacher). A **Student and Parent Advisory Board** was also created during the planning phase to generate feedback, input, and support.

During the planning period, the ~~entire~~ BDHS teaching, administrative and support staff became involved as members of the planning committees met with them periodically via faculty meetings, inservices, focus groups, and Saturday retreats to conduct their assigned planning activities and assess support for proposed strategies. Many area employers were also highly involved in the planning process as planning committees met with the **Business Education Partnership (BEP)** - comprised of 24 representatives of area businesses, employers, service providers, institutes of higher education, district personnel, and faith-based organizations - on numerous occasions during the past two school years to gain feedback and input on proposed SLC strategies and activities. Several members of the BEP were also highly involved on the planning committees, helped develop the proposed SLC Implementation Plan, and will be included on the Implementation Task Force Committees.

Based on feedback provided by all stakeholders described above, the planning committees developed a proposed **SLC Implementation Plan** that was ultimately voted on and approved by 70% of all BDHS staff in March 2004 (see memo in Appendix B). This Plan outlines the various structures and strategies to be implemented at the high school, which was also submitted as part of the final report to the USDOE. A condensed version of this is included in Appendix B. In addition, all key stakeholders will be highly involved in proposed implementation activities by serving, or being represented on, a **Student Advisory Board, Parent Advisory Board, and an Implementation Task Force** throughout the project period and beyond (see pages 16-17). Community involvement will be an integral piece of the puzzle as BDHS faculty utilize expertise, feedback, and support from the Business Education Partnership

and Parent and Student Advisory Boards throughout the project period.

(4) The Project is Consistent with and Advances State and Local Initiatives to Advance Student Achievement and Narrow the Achievement Gap (3 points)

Proposed implementation strategies are based on and aligned with the State's education reform efforts designed to increase student achievement. In particular, our proposed SLC strategies align with the required components for Comprehensive School Reform, which consist of the 11 components listed in the table below:

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- ♦ Implementation of scientific, research-based strategies for improving student achievement.
 - ♦ Comprehensive design for effective school functioning, including: curriculum and instruction, assessment, classroom management, professional development, parent involvement, technology, and school management.
 - ♦ High quality and continuous professional development that focuses on all components of the comprehensive design.
 - ♦ Support among school and district-level staff and administration, School Board, families, and community members.
 - ♦ Support for teachers, principals, and administrators in implementing reform and in providing shared leadership for reform.
 - ♦ Meaningful involvement of families and local community in multiple components of the reform.
 - ♦ Adequate external support and other assistance designed to have an impact on student achievement.
 - ♦ Assessment of student achievement related to State and local Standards, based on an in-depth annual evaluation process (e.g., data retreat), a needs assessment, and baseline data to measure student progress over time.
 - ♦ Annual evaluations of program implementation and its impact on student academic achievement.
 - ♦ Coordination of local, state, federal, and private resources to support and sustain reform efforts.
 - ♦ Implementation of scientifically, research-based strategies resulting in significant improvement of student achievement.
-

Our proposed project is also consistent with and/or advances the following State, federal, and local efforts which are already well integrated into our educational system: (1) Curricular Alignment and Mapping: We aligned our K-12 curriculum with State standards two years ago and are currently in the process of comprehensive curricular mapping to ensure proper articulation and scope and sequence between grades and levels. (2) Alternative Education Program: We implemented an Alternative Education grant program, called *Project: Success*, this school year in grades 6-12 at both the Middle and High Schools to address the social and academic needs of struggling students. This program is offered in the after-school hours and includes: tutoring; content area skill building; structured modules in time management, organizational skills, social skills, and anger management; English Language Learner (ELL) tutoring; and credit makeup. (3) Charter School: A charter school provides an alternative learning environment for severely at-risk students in grades 7-12. (4) Partners in Learning (PaL) Program: This program offers daily, individualized tutoring and mentoring to struggling students in grades 2-5 utilizing a pool of high-quality community volunteers – many of which are BDHS students (enrolled in the Community Service Program). (5) ELL Program: Due to the high influx of Hispanics into our community, our district implemented an ELL assistance program about five years ago in which an ELL Coordinator and aides were hired to provide additional assistance and support to Hispanic students. (6) Summer School Program: The district's existing 6-week summer school program provides a host of remedial, acceleration, and enrichment programs for K-12 students. (7) Physical Education for Progress (PEP)

Program: We received a one-year grant this school year from the USDOE Carol M. White Physical Education for Progress (PEP) program to implement a project designed to align the PE curriculum with all State standards and integrate a host of new activities to provide students with the skills, knowledge, and ability to improve their total health-related wellness and cooperative skills. (8) Content Area Study Help (CASH): This BDHS program provides tutoring services to struggling students in lieu of study halls. (9) School Aged Parent Program (SAPAR): Provides an alternative educational setting for high school teen parents through a modified schedule, work study, and child care services. (10) Staff Development: School and district faculty members have been involved in a variety of professional development activities over the past few years designed to improve their instructional strategies and increase student achievement, including training in curricular mapping, action research, technology integration, literacy education, writing across the curriculum, peer review and mentoring, and teaching of U.S. History (USDOE federal grant).

(5) Review of Relevant Scientifically Based and Other Rigorous Research (3 points)

Rigorous research conducted by the SLC Planning Grant committees that ultimately led to the selection of our proposed SLC strategies and structures has been threefold in nature: **(1) Review of scientifically-based research articles and papers:** An integral part of the planning process was an in-depth study and review of numerous scientifically based research articles and reports, government publications, current periodicals, websites, and research provided by the USDOE, Northwest Regional Educational Laboratory (NWREL), Mid-Continent Regional Educational Laboratory (McREL), ERIC Clearinghouse, and Small Schools Workshop that served to provide the basis of our selection of proposed SLC components. Among the many research articles and publications we reviewed were the following: “New Small Learning Communities” (NWREL/Cotton, 2001); “Affective and Social Benefits of Small-Scale Schooling” (Cotton, 1996); “Tuning Around Low-Performing Schools” (USDOE, 1998); “Small Schools, Big Results” (Funk & Bailey, 1999); “Small Schools: The Numbers Tell the Story” (Klonsky, 1995); “Dimensions of Education: Recent Research on School Size” (Williams, 1990); “The Subschools / Small Schools Movement” (Raywid, 1995); “Restructuring Large High Schools to Personalize Learning for All” (Cawelti, 1993); “School Size, Characteristics, and Outcomes” (Fowler & Walberg, 1991); “Breaking Ranks: Changing an American Institution” (National Association of Secondary School Principals); and “What Are Accelerated Schools?” (Accelerated Schools Project, Winter/1991). **(2) Consultations with other schools:** Members of the Steering Committee visited and/or consulted with a number of other districts around the state and nation that have successfully implemented SLC strategies of interest to gain more insight, such as Madison Memorial High School in Madison, WI; Bayport School in Ashwaubenon, WI; Superior High School in Superior, WI; Clackamas High School in Milwaukie, OR; Sir Francis Drake High School in San Anselmo, CA; Burke High School in Omaha, NE; Sevier County High School in

Sevierville, TN; and Montclair High School in Montclair, New Jersey. **(3) Attendance at SLC workshops:** During the past two school years, the SLC Planning Grant Project Directors attended the regional and national Small Schools Planning Workshops to gain greater insight on the most current research and guidance in implementing research-based SLC components as a basis for guiding the decision-making process for the SLC Implementation Plan.

(C) QUALITY OF PROJECT DESIGN

(1) Strategies, Structures, and Other Changes to Create an Environment in which a Core Group of Teachers and Other Adults Know the Needs and Interest of Each Student and Provides Support (6 points)

a) “House” Structure: Both grades 9 and 10 will be structured into four or five houses each, with an average of 85 students per house. Students will remain in the same house in both grades 9 and 10. Each house will be staffed with its own set of core subject teachers, and an assigned Assistant Principal and pupil services staff. Students and teachers will be randomly selected for houses in heterogeneous groups and not selected based on testing, ability, or other measure or judgment. Students in each house will take all core subject courses together, while electives will be taken “outside” of houses with all students. The house plan will allow for more personal and caring relationships, and for teachers to get to know the needs and interests of individual students. Core teachers within each house will share common planning time, team teach, and collaborate on the needs of individual students. Since the Middle School already uses houses, implementing this in grades 9 and 10 will provide for a smoother transition between schools.

b) Block Scheduling: The current 8-period school day will be changed to a four period (4 x 4) block schedule across grades 9-12, which will allow students and teachers to develop more caring and personal relationships. Each period will be 90 minutes, with classes meeting on a daily basis to allow completion of an entire class in one semester. The length of the class period and frequency of meeting will provide an environment in which teachers will be able to get to know the individual social and academic needs of each student, monitor their progress, deliver differentiated and integrated instruction, and provide the necessary support they need. Block scheduling will allow for academic teaming and more collaboration. Teachers will spend less time on administration/student control issues caused by the frequent changing of classes, and more time on individualized attention to students (Cawelti, 1993).

c) Teacher Advisory System: In order to develop more personal and responsive relationships between students and teachers and to provide time for critical academic and social support, a daily 30 minute advisory period – or homeroom - will be created for all students in grades 9-12. All students, divided into small groups of about 20 by grade and house (for grades 9 and 10), will meet with an assigned faculty advisor for 30 minutes daily. Each group of students will have the same advisor all four years (grades 9-12) in order for each advisor to get to know the needs and interests of each student and provide individualized support. A guidance counselor will also be assigned to each

homeroom. The Student Advisory Committee will develop specific curriculum materials, lesson plans, and a detailed calendar for homerooms to include, team and community building, tutoring, study/organizational skills, social skills, freshman transition programming, multicultural/diversity education, post-secondary planning, conflict resolution, anger management, substance abuse prevention/support, ELL support, health/nutrition education, community service, and much more. At least once a week, advisory periods will be used for individualized academic support via homework assistance or tutoring, or for students to engage in co-curriculars or meet with their advisor or a guidance counselor. The major benefit sought by the advisory system is to afford each student a sense of belonging and to ensure that at least one faculty member knows them well enough to help them achieve success (Cawelti, 1993).

d) Freshman Transition Programming: Freshman orientation will be expanded to a 5-day Summer Freshman Academy in which incoming 9th graders will be provided with comprehensive programming designed to better equip them with the skills and confidence to transition into the BDHS. During this academy, they will meet with and get to know their teachers, teacher advisor, and pupil services and administrative personnel; familiarize themselves with the building, their upcoming classes, and school policy and guidelines; and interact with the faculty and upperclassmen. An “**Activities Fair**” provided by upperclassmen and teachers will expose students to the various co-curricular activities available at the school and encourage students to join. A **Parent “Open House”** will inform parents of school policy, familiarize them with their child’s teachers and the school grounds, and encourage involvement in school activities. A **Peer Mentor** will also be assigned to incoming 9th graders during the Academy, described next.

e) Peer Mentoring: Freshmen and sophomore students in need of additional social support will be provided a peer mentor such that 9th graders will be paired with 11th graders and 10th graders paired with 12th graders. To accommodate this, daily advisory periods for these complementary grades will be scheduled at the same time of the day to allow for more interactive activities. For example, daily advisories for 9th and 11th graders will be held during the 30 minutes before lunch so they can engage in a community service project and have lunch together.

f) Tribes Community of Learners: “Tribes” is a research-based, community-building program that trains staff how to develop a positive, safe, caring, and student-centered learning culture in classrooms where all students feel a sense of inclusion and being valued through caring relationships, positive expectations and beliefs, and opportunities for participation and contribution (see Appendix D). Students learn a set of collaborative skills so they can work well together in small, inclusive, and long-term peer groups called “tribes” that ensure wide participation. The Tribes framework includes the following four elements grounded in a synthesis of 16 research-based components of effective pedagogy and school reform (brain-based and cooperative learning, elements of ideal cultures, equity, etc)

1. **Student Learning and Development:** The focus of the Tribes classroom is on the students. Tribes school staff become an on-going “learning community” where they constantly update their knowledge and skills on children’s development, resiliency, cognitive learning and multiple intelligences to better respond effectively to the diversity of students’ needs.
2. **A Caring Culture:** The culture in Tribes school communities is based on the three well-proven principles that foster human resilience: caring relationships, positive expectations and beliefs, and opportunities for participation and contribution. The safe and caring culture is created and sustained by the students, teachers, and whole school community through daily use of the four Tribes agreements: 1) **Attentive Listening**, 2) **Appreciation/No Put Downs**, 3) **The Right to Pass**, and 4) **Mutual Respect**.
3. **The Community of Learners:** The culture is activated and sustained throughout the many small learning groups in which students, teachers, administrators, support staff, and parents are involved. The community-building approach based on a caring school culture fosters collegiality, school spirit, parental involvement, and student achievement.
4. **Responsive Education:** “Responsive education” is based on understanding the critical developmental needs of a student age and cultural group. Teachers are trained to be responsive to how students best can learn and grow socially, emotionally, spiritually (inner development), and intellectually. Tribes creates a “partnership” role between teachers and students in which they consistently work together to institutionalize a caring/collaborative community where all students are able to develop meaningful relationships with teachers, students, parents, and support and administrative staff.

Reports from schools using Tribes show at least a 75% reduction in behavior problems; dramatic decline in school violence; improvements in student-teacher relationships and school climate; and increases in student attitude for school and motivation for learning, student self-esteem and self-responsibility, student academic achievement, teacher collegiality, and parent involvement (www.tribes.com/article_research.htm). Tribes has been studied by the Research Triangle Institute under a USDOE grant; cited as a **Model Program** to teach social skills and for use in special education classrooms; and selected by the President's Initiative on Race as a **Promising Practice**.

g) Parent and Community Involvement and Adult Advocacy will be promoted as community members are invited to enhance the educational experience for students. Advisory systems will feature periodic presentations provided by local professionals on various topics designed to support students – such as information about careers, health and nutrition, smoking cessation, substance abuse, and much more. Parents will have many opportunities to participate in workshops and events that will offer strategies to support their child as well as volunteer.

(2) Strategies to Improve Student Achievement/Other Outcomes and Narrow the Achievement Gap (6 points)

(A) More Rigorous Academic Curriculum and Provision of Academic Support: More rigorous academic curriculum and academic support will be provided through the following strategies: **(1) Block Scheduling** allows for content integration, in-depth and hands-on authentic (constructivist) learning, and more opportunities for individualized instruction and varied and interactive teaching methods. **(2) House Plans** allow core content teachers to team teach, deliver integrated content, and develop and implement “thematic learning projects” – all ensuring the implementation of more rigorous academic curricula. House plans also provide a more personalized education for students where their needs for academic and social support are more likely to be met (Cawelti, 1993). **(3) Standards-**

based Curriculum, Instruction, and Assessment: Central to this project will be to equip all teachers with the knowledge and skills necessary to meet the No Child Left Behind (NCLB) Act through improved and standards-based curriculum, instruction, and assessment strategies designed to increase student achievement for all students. As stated before, our district aligned the K-12 curriculum with State standards two years ago and is now in the process of curricular mapping, which will continue as part of this project to ensure more rigorous curricula. Furthermore, in this project all teachers will be trained how to narrow the State's academic content standards to the “**Power Standards**” – which are *prioritized* standards that have been identified through school and district consensus as being absolutely essential for student success. The Power Standards are then “unwrapped” to determine the **critical concepts and skills** contained within them and then used to plan lessons, focus instruction, and drive assessments. During this process, curriculum, instruction, and meaningful assessments will be aligned with Power Standards. Teachers will then be trained to design and implement fair and rigorous **standards-based performance assessments, differentiated instructional strategies, and reading and writing across the curriculum** to address the needs of and ensure proficiency for all learners. Continuous **analysis of student assessment data** – disaggregated by subgroup – will inform and drive instruction to ensure the achievement gap is narrowed. (4) **Tribes Program:** In the Tribes classroom, the learning of core academic material and self-responsible behavior is assured because teachers utilize methods based upon brain-compatible learning, multiple intelligences, cooperative learning, and social development research. Tribes provides teachers with approximately 175 group strategies in order to address the diversity of learners and be responsive to how students best can learn and grow. Reflection on what was learned and how it was learned is an on-going practice after every group learning experience. Cognitive research validates that this maximizes the recall of information and concepts (Caine, 1991; and Jensen, 1988). (5) **Additional Academic Support:** Academic support for struggling students will be provided in a myriad of ways, including: (a) Tutoring and homework assistance provided during teacher advisory periods, class periods, and daily after-school hours, and through CASH (page 8). Advisory periods will also provide students with training in study skills, time management, note taking, and organizational skills to help boost achievement. (b) An Exceptional Educational Needs (EEN) teacher/aide will be placed in all core classrooms to provide **all** students with additional academic support as needed. (c) Individualized Education Plans (IEPs) will be developed for struggling students by advisors, core teachers, and pupil services staff to help students achieve learning goals. (d) Research-based intervention and educational programs (such as Fast ForWord, Kaplan's Essential Skills, and NovaNET) will provide struggling students the support they need to grasp core academic content, accelerate learning, and narrow the achievement gap (see page 15). (e) The Summer School Program provides academic remediation, acceleration, and enrichment. Special **Math**

and **Reading/Writing Labs** will provide additional support for students below grade level in these areas.

(B) More Intensive and Individualized Educational Counseling and Career/College Guidance: The teacher advisory system will feature intensive and individualized counseling and career and college guidance as teacher advisors will be trained in and implement the use of **Career Preparation Portfolios (CPP)** for all students in grades 9-12, in which they will meet Career Preparation Standards (the knowledge and skills necessary to successfully develop a career); identify their goals for a chosen career; map out high school academic courses, work activities, and post graduate training; and evaluate interpersonal skills and their overall career preparation activities (see Appendix C for example). The development of a CPP for each student will be part of the “curriculum” of the daily advisory periods to ensure continuous and consistent educational and career guidance. All students will be required to participate in at least **two work-related activities** throughout high school, such as job shadowing/mentoring, school-to-work, cooperative education, or apprenticeships, among others. Homerooms will also feature periodic **“Career Fairs”** and **“Career Assemblies”** in which employers/higher education representatives will visit the advisories and provide presentations to students on careers and their programs of study. **“Campus Visits”** will be arranged to allow students and their parents/guardians an opportunity to tour campuses/programs of interest. **“Financial Planning Workshops”** will be offered for parents and students to gain information on financial resources to better finance higher education. A unique feature of teacher advisory periods will be **“Adopt a Homeroom”** in which community members, local employers, and other adult advocates will be invited to provide presentations and interactive discussions to students and parents/guardians on their personal experiences with various careers and professions. Upper class advisory periods will also feature **College Entrance Exam Preparation**.

(C) Strategies to Decrease Behavioral Problems; and Increase the Percentage of Students who Transition Between 9th and 10th Grade, Attendance, and Graduation: The daily teacher advisory period will provide a comprehensive curricula designed to address the social, vocational, and academic needs of all students and achieve school and lifelong success. As noted before, these daily periods will provide structured and research-based programming on career preparation, anger management, conflict resolution, social and life skills, study skills, team building and cooperation, multicultural education, substance abuse prevention and support, freshman transition programming and support, community service/service learning and much more. Examples of research-based programming would include the use of *“Rethink” Anger Management*, *Too Good for Drugs and Violence*, or *Positive Action for Teens* (see pages 29 and 30 in the budget narrative) Finally, Peer Tutoring and a host of freshman transition activities (such as the Summer Freshman Academy) will help students to successfully transition between grades 9 and 10. It should also be noted that block scheduling has been found to reduce suspension/dropout rates

due to improved student/teacher relationships, and reduce stress with fewer classes taken at once (Carroll, 1994).

(D) Expand Opportunities for Students to Participate in Advanced Coursework: With the implementation of block scheduling, students will be able to enroll in a greater number and variety of elective and advanced courses compared to the current 8-period schedule. In “Flexibility Enhances Student Achievement,” Jeffery Sturgis (1995) confirms that block scheduling allows for more effective use of school time and increased number of course offerings and courses completed by students. Given this, one of the tasks of this proposed implementation project will be to develop and offer more advanced and rigorous coursework and increase graduation requirements for students.

(3) Accelerated Learning Strategies and Interventions to Assist Struggling Students (6 points)

Accelerated learning strategies and interventions for struggling students (especially in Reading, Language Arts and Math) will be provided in several ways, as follows: (a) Ninth Grade Support: Incoming 9th graders who are significantly below grade level will be identified by the end of their 8th grade school year, and be counseled or required to enroll in summer school classes between their 8th and 9th grade years for academic support, remediation, or acceleration. They will then meet with their teacher advisor during the Freshman Summer Academy and be provided with options for academic support during the school year and assigned an 11th grade peer mentor/tutor to provide additional support. At the beginning of their 9th grade school year, each identified struggling student and his/her parents will meet with their assigned teacher advisor and core subject teachers and collaboratively develop an Individualized Education Plan (IEP) to develop learning goals and strategies to address these goals. Student progress will be monitored through monthly conferences between the student, parents/guardians, advisor, and core subject teachers. The use of IEPs and consistent progress monitoring will ensure all struggling students are at grade level, especially in Reading, Language Arts and Math, by the end of 10th grade. (b) Literacy Across the Curriculum: Teachers will be provided with comprehensive training on implementing reading and writing across the curriculum through annual Summer Literacy Institutes, which will enhance their instruction so students are able to achieve proficiency. (c) Comprehensive Academic Support will be provided for all struggling students during:

Daily advisory periods: Advisors and peer mentors/tutors will work one-on-one with struggling students.

Daily class periods: Block scheduling will allow more time for teachers, student groups, and peer tutors to work individually with struggling students. An EEN teacher/aide will team-teach in all core subject classrooms to provide additional support for students, and ELL teachers/aides will be utilized as needed to provide ELL support. Finally, students will engage in research-based intervention and skill-building programs, such as Fast ForWord Reading Intervention, Kaplan's Essential Skills, and NovaNET during the school day to accelerate learning.

Daily after school hours: Struggling students will be referred to the after-school Alternative Education Program for one-on-one tutoring and homework help. This program also features the use of Fast ForWord Reading Intervention, Kaplan's Essential Skills, and NovaNET – all research-based programs described below.

- ♦ **Fast ForWord (FF) Reading Intervention**, this computer-based program, developed by Scientific Learning Corporation, is based on over 25 years of research, meets the requirements of No Child Left Behind for being a program based on scientifically based reading research, and addresses the 5 essential components of effective reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension). Studies find that students make, on average, 1 to 2 years gains in reading and/or language skills after 4 to 8 weeks of FF training and that improvements are continuous in the long-term.

- ♦ **NovaNET** is a computer-based program that provides self-paced, individualized, and standards-based courseware designed to help students master the skills in core subject areas – including Reading/Language Arts and Math - and catch up to their peers. The interactive curriculum dynamically adapts to student needs, and mastery-based lessons act like a personal tutor for each student. NovaNET is based on more than 30 years of research and is proven to improve test results, reduce drop-out and at-risk rates, and increase student self-confidence and success among high school students.

Summer School: Struggling students are provided core area academic remediation, acceleration, and enrichment in this 6-week program. Through this project, the program will offer special Reading/Writing and Math Labs to help below grade level students reach proficiency by the end of 10th grade.

(4) High-Quality, Sustained, and Intensive Professional Development (6 points)

The table below describes our comprehensive professional development plan designed to provide all staff with the skills needed implement the SLC components of this project, increase student success, and enable teachers to become “highly qualified” as per ESEA. Please refer to Appendix D for more detail on specific trainings. It should also be noted that professional development activities will be sustained and continued beyond the project period through district funding and a program of “train-the trainers” designed to provide on-site expertise and support.

(1) CURRICULUM, INSTRUCTION AND ASSESSMENT TRAINING: The Center for Performance Assessment (CPA) provides training designed to assist schools in meeting the goals of NCLB in the areas of instruction and assessment. CPA will provide the following interactive seminars to all BDHS faculty members that are founded on the most recent, scientifically-based research and data supporting standards-based education, which is essential to improving student achievement: (1) Making Standards Work Series: “Power Standards” and “Unwrapping the Power Standards” to train teachers how to identify the Power Standards (prioritized standards crucial for student achievement) and the critical concepts and skills contained within them; then how to align curriculum, instruction, and assessment to these Power Standards to ensure student proficiency. (2) Designing and Developing Performance Assessments to design fair and rigorous standards-based performance assessments to enhance student understanding of the standards. (3) Making

Differentiated Instruction Work to implement differentiated instructional strategies to better address the needs of all learners. 4) **Data-Driven Decision Making** to learn how to analyze achievement data to improve curriculum, instruction, and student achievement. Key staff members will become Certified Trainers in “Making Standards Work” and “Data-Driven Decision Making” to provide continuous and on-going training.

(3) LITERACY INSTITUTE: An annual 3-day Summer Literacy Institute will provide teachers with the skills to implement reading/writing across the curriculum and in meeting the literacy needs of ELL and disabled students.

(5) PROVIDING FOR A MORE CARING AND PERSONABLE ENVIRONMENT: A partnership with Marian College will provide an annual 3-day summer Tribes Institute in which teachers, administrators, support staff, and parents will be provided in-depth and comprehensive training in the Tribes program (see pages 10 and 11). The district also has a certified Tribes Trainer on staff, who will be instrumental in providing continuous training and support.

(7) SMALL SCHOOLS WORKSHOPS: The Project Director and Task Force members will attend annual Small Schools Workshops to be kept abreast of the latest research and most effective methods for implementing proposed SLC strategies and structures (such as the National Smalls Schools Planning Institute) They will serve as in-district trainers and share information with all BDHS teaching, support, and administrative staff.

(5) School Flexibility and Autonomy in Implementing the Proposed Project (6 points)

BDHS was provided sufficient flexibility and autonomy during the SLC planning phase as noted by the many key stakeholders that were involved in and contributed to comprehensive planning activities. As such, the school will be provided with the same flexibility and autonomy during full implementation and on-going sustainability of all proposed SLC components. Collaboration among key stakeholders will ensure ultimate project success, as described next.

(a) Implementation Task Force: The Task Force will consist of the following shared leadership committees to

provide for full implementation and support of all proposed SLC components: **(1) House Committee (HC):** to facilitate the implementation of freshmen and sophomore houses, freshmen transition programming, and peer mentoring; and to provide training, coaching, and support to faculty in these components; **(2) Student Advisory Committee (SAC):** to develop a formal curriculum for the teacher advisory program, facilitate staff training, and provide implementation support; **(3) Methods of Instruction Committee (MOIC):** to facilitate implementation of and professional development for block scheduling, methods of instruction within blocks (differentiated instruction, content integration, collaborative planning, team teaching, etc.), and the Tribes program; **(4) Structural Support Committee (SSC):** to develop and integrate more advanced coursework and additional student requirements, arrange/schedule courses within blocks, and study the feasibility of developing early/late starts within block scheduling.

(b) Community Advisory Boards: **(1) A Parent Advisory Board** will be created consisting of at least 8 parents to provide project feedback, input, and shared decision-making and to ensure the voice of families is heard. **(2) A Student Advisory Board** will be created, consisting of at least 8 students to provide feedback and input on project components, building issues, and policies. **(3) The Business Education Partnership** will meet with BDHS educators on a monthly basis to provide feedback, support, and assistance to teachers in implementing formal curricula for career and college counseling and student Career Preparation Portfolios.

(c) Team Collaboration: **(1) Team Teaching and Planning:** The implementation of block scheduling and house plans will allow for content integration between disciplines, team teaching, and common planning time in which teachers will make their own decisions on curriculum, instruction, and assessment strategies. **(2) Implementation Study Teams:** Relevant and targeted groups of teachers will meet together four hours per month to collaborate, study, and receive training/coaching on SLC components. **(3) Team Administrative Support:** Each house will be randomly assigned to one of the two Assistant Principals to provide for shared leadership and administrative support. **(4) Tribes Community of Learners:** The caring and supportive climate provided by Tribes is activated and sustained throughout the many small learning groups in which students, teachers, administrators, support staff, and parents are involved in planning active learning, community-building, decision-making, problem-solving and authentic assessment. This democratic community-building approach fosters collegiality, school spirit, and achievement.

(d) Autonomy and Flexibility of SLC Components: Teachers will be able to collaborate and make their own decisions on particular curriculum, instruction, and assessment strategies in block periods and houses to better address student need. Daily advisory periods, although guided by formal curricula, will provide the opportunity for teacher advisors to implement a variety of social, vocational, academic, and civic support needed by particular students at a particular time providing a great deal of flexibility and autonomy within this system. The repertoire of

grouping strategies provided by the Tribes program will provide for responsive and flexible education designed to best address the social, emotional, and academic needs of students.

~ Please note that the Project Goals and Objectives are provided on pages 21-23 ~

(D) QUALITY OF MANAGEMENT PLAN

(1) Adequacy of Management Plan to Achieve the Objectives of the Proposed Program (10 points)

The table below outlines the proposed Management Plan for the next four years. Note that many activities are repeated during each and every project year. Activities directly align with achievement of project objectives found on pages 21-23. Project evaluation activities will monitor successful and timely completion of these activities.

Management Plan	
1. Project Co-Directors formally appointed. <i>(Upon award)</i>	BDHS Principal
2. Create Task Force and Implementation Committees as described on page 17 (HC, SAC, MOIC, and SSC) and appoint chairs for each. Establish specific committee goals and timelines for completion. Begin holding weekly/biweekly meetings to facilitate implementation activities as needed. <i>(Upon award notification, assume around 7/04 – 8/04)</i>	BDHS Principal and Project Director
3. Hold data retreat to establish baseline data. <i>(7/04–8/04; repeat 7/05, 7/06, 7/07 & ongoing)</i>	Administrators
4. Contract with professional external evaluator and all professional development consultants for the upcoming school year <i>(8/04 and repeat each project year)</i>	Project Director
5. Hold 4-day Tribes Institute for first cadre of teachers. <i>(8/04; repeat in 8/05, 8/06 and 8/07)</i>	MOIC
6. At 2-day August inservice, provide orientation to all staff on SLC implementation project and provide initial training on implementing block scheduling and teacher advisories. <i>(8/04)</i>	Project Director, MOIC, and SAC
7. Implement public awareness campaign to inform all stakeholders and community members of SLC Implementation project and invite participation and input. <i>(9/04 and ongoing)</i>	Project Director
8. Create a schedule for all professional development activities for the school year and devote all staff inservice time throughout school year to trainings and workshops for implementing SLC components. Implementation Committees continue to meet all year as needed to facilitate their components and needed training. <i>(9/04–6/05; repeat in 9/05–6/06; 9/06–6/07; 9/07–6/08)</i>	Administrators, Project Director, and Task Force
9. Hold 3 Saturday Retreats during school year to provide the following training seminars: Power Standards, Unwrapping Power Standards, and Data-Driven Decision Making. <i>(10/04–5/05)</i>	Project Director & Center for Performance Assessment
10. Align curriculum, instruction, and assessment with Power Standards, and prepare curriculum and instructional strategies for block schedules. <i>(10/04–5/05)</i>	Director of Instruction, SSC, MOIC, Department Teams
11. Present draft of teacher advisory system curriculum to faculty for review. <i>(By 12/04)</i>	SAC
12. Develop components of Freshman Summer Academy and Summer Math/Writing Labs and identify teachers for Academy and Labs. Inform students/parents of Academy and Labs. <i>(1/05–3/05)</i>	HC and SSC
13. Receive feedback on advisory curriculum and prepare final version. Submit to Administration and School Board for final review. <i>(1/05–3/05)</i>	SAC
14. Attend National Small Schools Planning Institute. <i>(2/05; repeat in 2/06 and 2/07)</i>	Project Director, Task Force
15. Identify 8 th grade struggling/at-risk students and target for summer school. Establish parent communication. <i>(5/04–6/04; repeat in 5/05, 5/06, 5/07, 5/08 and ongoing)</i>	BDHS and BDMS Principals and Pupil Services Staff
16. Identify and recruit students to serve as peer mentors and/or tutors in upcoming school year. Provide training as needed. <i>(5/04; repeat in 5/05, 5/06, 5/07, 5/08 and ongoing)</i>	HC and BDHS Teachers and Pupil Services Staff

17. Develop block scheduling and building usage plans and run “mock” block schedule. (6/05-7/05)	Administrators, SSC
18. Hold Summer Literacy Institute, Tribes Institute, and Making Differentiated Instruction Work Seminar. Project Director/Task Force Chairs attend Certification Training on Data-Driven Decision Making and Making Standards Work. (6/05-8/05)	Project Director and Trainers
19. Hold Freshman Summer Academy. Assign peer mentors as needed. (7/05; repeat in 7/06, 7/07, 7/08 and ongoing)	Teachers, HC, and Pupil Services Staff
20. Develop and submit Year 1 Annual Report per USDOE requirements. Complete Quality Improvement Plan (QIP) and make project adjustments as needed based on evaluation. (8/05)	Project Director and External Evaluator
21. Devote August In-service to training/preparing for implementation of block scheduling and teacher advisory systems. (8/05)	Project Director, MOIC, SSC, SAC, Administrators
22. Implement block scheduling and teacher advisories at start of school year. (9/05)	All staff
23. Recruit more peer mentors and provide training as needed. (9/05, 9/06, 9/07, 9/08 & ongoing)	HC and Pupil Services Staff
24. Begin Implementation Study Groups (meet 4 hours per month). (9/05; repeat 9/06 and 9/07)	Project Director, Task Force
25. Create Student and Parent Advisory Boards. (9/05)	Project Director
26. Develop IEP's for struggling students. Refer struggling students to the Alternative Education Program for additional academic support. (9/05, 9/06, 9/07, 9/08 and ongoing)	Core Teachers, Advisors, Pupil Services Staff
27. Hold weekly teacher advisor meetings for education, support, and feedback. (9/05-5/06)	SAC and Teacher Advisors
28. Identify needs through faculty/student/parent surveys for additional Advanced Placement / more rigorous courses; and create draft of additional course requirements for faculty/administrative review. (10/05-12/05; and repeat in 10/06-12/06)	SSC
29. Freshmen teachers begin to meet and plan for houses. (1/06 and ongoing as needed)	HC and 9 th Grade Staff
30. New courses identified and additional course requirements submitted to School Board/Administration for approval. Teachers for new courses identified who begin developing curricula and receive training as needed. Inform students/parents of new classes and course requirements. (1/06 – 5/06; and repeat in 1/07-5/07)	SSC
31. Hold Literacy Institute, Tribes Institute, and Making Differentiated Instruction Work Seminar. (6/06-8/06)	Project Director and Trainers
32. Develop and submit Year 2 Annual Report per USDOE requirements. Complete QIP and make project adjustments, improvements, and /changes as needed based. (8/06)	Project Director and External Evaluator
33. August 2-day inservice dedicated to providing support and training for implementing house plans, and other support/training for SLC components. (8/06)	Project Director and Task Force
34. Implement 9 th grade house plans and new advanced/more rigorous courses. (9/06)	Administration/Faculty
35. Sophomore teachers begin to meet and plan for houses. (1/07 and ongoing as needed)	HC and 10 th Grade Staff
36. Schedule summer workshops for faculty as needed. Hold Literacy Institute, Tribes Institute, and Designing Performance Assessments Seminar. August 2-day inservice dedicated to providing support/training for implementing house plans, and other SLC components. (6/07-8/07)	Project Director and Trainers
37. Develop and submit Year 3 Annual Report per USDOE requirements. Complete QIP and make project adjustments as needed. <i>Complete Project Sustainability Plan.</i> (8/07)	Project Director and Evaluation Consultant
38. Implement 10 th grade house plans and new advanced courses. (9/07)	Administration/Faculty
39. Schedule summer workshops and inservices for faculty as needed. (6/08-8/08)	Project Director/Task Force
40. Develop and submit Year 4 Annual Report per USDOE requirements. Make adjustments, improvements, and changes as needed based on evaluation. (8/08)	Project Director and Evaluation Consultant

(2) Time Commitments of Key Personnel (5 points); and (3) Qualifications of Key Personnel (5 points)

(a) Project Director: Roberta Marck (Social Studies Teacher) will serve as the Project Director on a 50% FTE basis. Having served as one of the Project Co-Directors for the SLC Planning Grant, she is very qualified to serve as Project Director for this proposed project. As such, she has been integral to laying the foundation for leadership of this project, and has established an excellent system of communication and collaboration with all key stakeholders, which will serve to facilitate and enhance the implementation of this proposed project. Additional qualifications are provided in a resume' in **Appendix E**. She will report directly to the BDHS Principal, meeting with him on a weekly basis to report on project progress, and will be responsible for: 1) daily project and budget management activities; 2) coordinating meetings with stakeholders and project teams; 3) entering into contractual agreements with staff development and an evaluation consultant with support from administration; 4) maintaining clear channels of communication between all grant stakeholders; 5) spearheading and delegating project activities and data collection and analysis; 6) in concert with administration, coordinating teacher attendance at staff development sessions; and 7) preparing and submitting all project performance reports and serving as liaison with the USDOE.

(b) Implementation Task Force: Consisting of four committees, each comprised of at least 6 faculty and stakeholder members. These committees have been described earlier on page 17 and will be chaired as follows: **(1) Methods of Instruction Committee Chair:** *Patrick Lutz* (Local Vocational Education, School-to-Work, and Career Center Coordinator), who also served as a Project Co-Director for the SLC Planning Grant; **(2) Student Advisory Committee Chair:** *Sue Rasmussen* (Guidance Counselor, M.S., 29 yrs. in education), who also chaired the SLC Planning Grant Needs Assessment Committee; **(3) House Committee Chair:** *Steve Vessey* (Assistant Vice Principal), who also co-chaired the SLC Planning Grant Administrative/Management Committee; and **(4) Structural Support Committee:** *Don Patnode* (Assistant Vice Principal), who also co-chaired the SLC Planning Grant Administrative and Management Committee. Each will be responsible for scheduling his/her committee's meetings and activities, accomplishing assigned tasks, and reporting to the Project Director. All committee members (at least 24 in total) will commit at least 10% FTE each in their respective roles. A resume' for each chair is included in **Appendix D**.

(c) High School Administrators: Principal, Chris Ligocki, and the two Assistant Principals, Dan Patnode and Steve Vessey, will each commit at least 10% FTE to the project. To date, they have been highly involved in all planning activities and possess the necessary support, leadership, and qualifications to implement this project.

(d) Director of Curriculum and Instruction: As the district's Director of Instruction, Dennis Kayon will be an integral part in overseeing curricular, assessment, and instructional improvements. He possesses a doctorate in his field, has been with the district for many years, and will serve in at least a 10% FTE toward project activities.

(4) Adequacy of Resources (5 points)

Our district, like many other districts, is experiencing budget deficits; nevertheless, district administrators and staff members have demonstrated their unwavering commitment to the implementation of viable smaller learning communities at the BDHS. A total of \$299,918 has been requested from grant funds over the course of the next three years. Most grant funds will be used for stipends related to professional development (\$130,500) and implementation committee (\$24,350) activities, and professional development consultants or workshops (\$82,045). An abundance of district in-kind resources will be dedicated to the project totaling at least (b)(4) during the first three project years, in addition to project continuation services worth at least (b)(4) in year four. Sources of match including staff development time and inservices; time commitments from the Project Director, Task Force (at least 24 faculty members), school/district Administrators, and numerous community stakeholders; material and office supplies; phone, network connections, and computer hardware/software; travel/mileage; existing academic intervention and support programs (tutors, CASH, NovaNET, Fast ForWord, Kaplan's Essential Skills, “Rethink” Anger Management); and much more. Central office personnel will assist with data collection, bookkeeping and financial management, and community outreach. Sources of district contributions supporting the project will originate from the following funds and/or programs: district budgeted funds, Carl D. Perkins, ESEA, AODA program, Alternative Education program, Physical Education for Progress (PEP) program, Teaching U.S. History, Peer Review and Mentoring, and commitments by local organizations, parents, and employers. In addition, we will also seek out additional funding to support implementation and long-term sustainability through a variety of state, local, federal, and foundation funding, such as Mentoring, Peer Review and Mentoring, Educational Technology, AODA, PEP, Safe and Drug Free Schools, Drug Free Communities, Advanced Placement Programs, and area foundations, such as Seippel, Michels, Wal-Mart, Staples, and Alliant. Finally, the Project Director and Implementation Task Force will be responsible for developing a **SLC Sustainability Plan** by the end of year three to ensure long-term continuation of the project.

(E) QUALITY OF PROJECT EVALUATION**(1) Evaluation Methods Appropriate to the Goals and Objectives of the Project (4 points)**

We have designed a thorough and feasible evaluation plan appropriate to the goals and objectives of this program, which will be carried out throughout the program's duration, and which are described and listed below.

Project Goal: The Beaver Dam High School will become a safe, caring, and effective environment where all students will feel known, supported and motivated to succeed in school, college, and chosen careers.

Objectives: Please note that all objectives are intended to see positive gains for *all* students, **including those who are disabled/special needs, economically disadvantaged, with limited English proficiency, and from racial/ethnic groups**; and are projected into year 4 of the project period, although positive outcomes will be realized far beyond the project period.

2. Increase the percentage of 10th graders (including disabled, economically disadvantaged, ethnic minority, and with limited English proficiency) who score "proficient" or "advanced" on the WKCE in Reading, Language Arts, and Math by at least 3% by year 2; at least 4% in year 3, and at least 5% in year 4 compared to baseline.

Evaluation Measure: Disaggregated data from WI Knowledge and Concepts Exams (WKCE).

4. Increase the percentage of students who enroll in postsecondary education in the semester following graduation by at least 3% after the year 2, at least 5% after year 3; and at least 7% after year 4 compared to baseline data.

Evaluation Measures: School Performance Report, Post Graduate/Alumni Follow-up Survey.

6. Increase the percentage of students who take and successfully pass Advanced Placement Tests by at least 2% in project year 2, at least 5% in year 3, and at least 7% in year 4 compared to baseline data.

Evaluation Measures: School Student Performance Report, results of APTs.

8. Increase the average daily attendance rate by a minimum of 1% during each project year compared to the previous year's baseline data.

Evaluation Measures: Track October average daily attendance rates in each project year.

10. Reduce the number of disciplinary referrals, suspensions, expulsions, detentions, trancies, and incidences of harassment by at least 10% in year 2; 20% in year 3, and 30% in year 4 compared to previous year baseline data.

Evaluation Measures: Disciplinary records, written violations, School Performance Report, Liaison Officer reports.

12. By May 2006, at least 65% of students will report they have at least one **caring adult in school** with whom they feel comfortable talking to or going to for help and that they feel the school provides a “caring and supportive environment.” This will increase to at least 75% by year 3, and at least 85% by year 4.

Evaluation Measures: Student surveys/focus groups, Search/Youth Risk Behavior Survey, School Climate Inventory.

14. By June 2006, at least 85% of teachers will report they “agree” the advisory period system has empowered them to get to know the needs, interests, and aspirations of each student well; closely monitor their progress; and provide the academic and other support they need to succeed. This will increase to at least 90% by June 2007, and 95% by June 2008. Students will collaborate with this such that when surveyed, at least 75% will “agree” in year 2, at least 85% in year 3, and at least 95% in year 4. (Note that the implementation of block scheduling, house plans, Tribes, and peer mentoring will also contribute to this component).

Evaluation Measures: Teacher/student surveys/interviews/focus groups, achievement data, School Climate Inventory.

(2) Collection and Annual Reporting of Data on Performance Indicators (4 points); and

(3) Collection of Additional Qualitative and Quantitative Data to Measure Project Success (4 points)

The program will be evaluated both internally and externally. The ***external evaluation*** will be conducted by an expert external evaluation consultant, Mr. Fred Skebba (described on page 25). ***Internal evaluation*** activities will be headed by the Project Director with assistance from the Implementation Task Force. Together, these individuals will measure success during the implementation of the program, provide ongoing readings on the effectiveness of the implementation effort, and evaluate the attainment of the program goals and objectives. They will establish baseline data at the beginning of the project (to be updated annually as needed), then collect both formative and summative process data, in both a qualitative and quantitative manner at regular intervals throughout the implementation of the project period. **An annual data retreat will facilitate this process.** From this data, the Project Director and external evaluator will prepare quarterly reports and a formal year-end evaluation report at the end of each project year – and a Final Performance Report at the end of the year four to assess overall project progress. The evaluation process will collect (and annually report) accurate, valid, and reliable data on stated goals and objectives and for each of the ***performance indicators*** (and as described in the School Report Card in Appendix A), including student achievement data that are disaggregated for students that are disabled, economically disadvantaged, from major ethnic/racial

groups, with limited English proficiency, and other subgroups as needed. Additional quantitative and qualitative data will be collected on a variety of factors to provide a more in-depth analysis of student and project success, which are listed in the table below and in the Project Objectives on the previous pages. Also, where applicable, all data will be disaggregated by subgroup to gain a clear picture of the project’s success in narrowing the achievement gap.

* Percentage of students scoring proficiency in core subjects	* Level of stakeholder support and satisfaction with implementation of SLC components
* Percentage taking the SAT/ACT and average scores	* Number of graduates in postsecondary education, apprenticeships, advanced training, and employed
* Percentage of students taking/passing advanced courses	* Parental participation and involvement rates
* Number of students involved in extracurricular activities	* Number of students who successfully complete a Career Preparation Portfolio and their satisfaction levels
* Average daily attendance and annual graduation rates	* Number of students participating in work-based activities
* Number of students with credit deficiencies, low GPAs, receiving D's and F's, with LEP	* Incidences of racial harassment
* Number of retentions; expulsions, drop outs, suspensions and other serious disciplinary actions	* Number of students with peer mentors, satisfaction with
* Number of incidents of student violence, alcohol/ drug use	* Percentage of students who feel “engaged” in school
* Teachers' improvement in instruction/assessment	* Change in local juvenile crime rate
* Timely completion/implementation of project components	* Teachers' skills, ability, confidence to implement SLC
* Teacher satisfaction with professional development	

A variety of valid and reliable measures will be used to gather data relative to effectiveness and progress of implementation, including teacher/student/parent interviews, surveys, and focus groups; School Performance Report, WKCE, WINSS, attendance/graduation rates, disciplinary records, observation, review of Professional Development Plans, School Observation Measure, School Climate Inventory, report cards/grades, Search Institute or Youth Risk Behavior Surveys, and much more. Evaluation activities will also assess the degree to which daily/monthly/annual project implementation activities and components are being successfully completed as described in the Management Plan (pages 18-19) and in the Program Design section – such as completion of training activities, implementation of teacher advisories/house plans/block scheduling/freshman transition programs, advanced coursework, and the like.

It is our full intent to create an environment at the BDHS in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of all students well, closely monitor their progress, and provide the academic and other support they need to succeed. This will be achieved primarily through the teacher advisory system with support from house plans, block scheduling, Tribes, mentoring, and the myriad of academic support activities. While all of the project objectives (pages 21-23) will measure the achievement of this ideal in full, we have designed several objectives to intentionally “track” progress on the school's ability to create such an environment, including Objectives 12, 13, 14, and 15. As such, close and annual monitoring of these objectives will provide continuous feedback on the school's ability to create, sustain, or improve on this critical component.

(4) Providing Timely and Regular Feedback on Project Progress and Success (4 points)

The evaluation plan will engage a continuous process of systematically gathering, analyzing, and interpreting data and information upon which decisions will be made relative to the effectiveness and efficacy of the project.

Baseline data will be collected on all project objectives, performance indicators, and other critical elements identified at the beginning of the project (or as objectives are developed or revised) and assessment data will be periodically and systematically gathered on each objective at regular time intervals thereafter. In order to assess the degree to which objectives and performance indicators are being met, program staff will gather data on a quarterly basis and compare it to baseline data to help assess the quality of effectiveness. From this data, strategies will be employed to refine, modify, or improve the program as needed to better address stated objectives. All information will be compiled into **quarterly reports**, which will contain the following information: (1) Work accomplished over the past reporting period, including specific tasks and products; (2) Results from the ongoing assessment process including problems encountered, subsequent solutions, and deviations from the original plan; (3) Expectations for the next reporting period, including any anticipated barriers and corresponding adjustments to the schedule and /or budget; (4) Changes that will be made to implementation based on that assessment; and, (5) Changes that won't be made to the implementation this cycle, but will be considered in the future. At the end of each project year, the Project Director, Task Force, and external evaluator will review all evaluation data and reports and will collectively develop a **Quality Improvement Plan** that will contain the year's end evaluation findings/annual performance report, recommendations for improved or modified programming, and a “work plan” to implement the changes for the next fiscal year.

(5) Qualifications, Training, and Experience of Independent Evaluator (4 points)

Program Evaluation Experience: Mr. Fred A. Skebba from Northwoods Consultant Services will serve as the independent evaluator for this proposed project, working closely with the Project Director and Implementation Teams. He has extensive experience in program evaluation, administration, and teaching, and a very strong background in evaluation of Career and Technical Education programming in many school districts, including serving as:

- ✓ Program Review Coordinator for five Wisconsin school districts since 1999.
- ✓ Team Leader for 19 school district program evaluations in Career and Technical Education from 1978-1990.
- ✓ Coordinator of Career and Technical Education Evaluation Teams at two youth correctional facilities.

Administrative Experience: Besides being a highly qualified program evaluator, Mr. Skebba has 34 years of experience as a Local Vocational Education Coordinator (LVEC) and currently serves in an administrative role as the LVEC at Cooperative Educational Services Agency 9 (CESA 9) in Tomahawk, WI. (CESA is a regional educational agency that provides expert support, training, and assistance to local school districts.)

Teaching Experience: Mr. Skebba has a diverse background in teaching both secondary and postsecondary level courses, including serving as an instructor in High School Business Education, college graduate courses (University of Wisconsin), and Lakeshore Technical College. He holds a Bachelor Degree in Business Education, a Masters Degree in Education, plus 25 additional university credits. His qualifications are found in **Appendix E**.

IMPLEMENTATION BUDGET NARRATIVE

Activity	Grant	Grant	Grant	Grant
<p>1. PERSONNEL</p> <p><u>Project Director (0.50 FTE each)</u></p> <p>Roberta Marck, BDHS teacher (also former Project Co-Director of the SLC Planning Grant project), will be appointed as Project Director. She will dedicate 50% of her time to providing project oversight and internal leadership, serving as liaison with federal program officers, and aiding in project evaluation activities during each of the first three project years. Her time, valued at \$23,000, will be committed by the district as a match. In year 4, she will come at least 10% FTE to project activities as a match of \$4,600.</p>	0	0	0	0
<p><u>SLC Implementation Task Force</u></p> <p>24 school teachers, administrators, and key stakeholders will comprise the Implementation Task Force, which will consist of the 4 following committees: (1) House Committee; (2) Methods of Instruction Committee; (3) Student Advisory Committee; and (4) Structural Support Committee. Collectively, these committees will facilitate the implementation of SLC components at the high school, arrange and provide staff development activities, serve as "train-the-trainers" at the school, provide peer coaching and support, and work closely with the Project Director in all project implementation and evaluation activities. These individuals will commit at least 160 hours per project year during years 1, 2 and 3 toward project activities. Of this, 80 hours will serve as a district match; while 80 hours will occur beyond their regular contract hours to be paid through grant funds. As such, 24 team members x \$21.82/hr. ave. x 80 hours = \$41,894 in match in project years 1-3; and 24 x \$12.50/hr x 80 hours = \$24,000 from grant funds in years 1-3. In year 4, it is estimated that each Task Force member will commit an average of at least 40 hours on project activities: 40 hours x 24 x \$21.82/hr. average = \$20,947 as a district match.</p>	24,000	24,000	24,000	0
<p><u>Administrative Oversight</u></p> <p>Dennis Kayon, Director of Instruction, will commit at least 10% of his time to overseeing curriculum, instruction, and assessment, and implementation of advanced coursework and additional graduation requirements during each of the four project years. In addition, the BDHS Principal, Chris Ligoeki, and two Assistant Principals, Steve Vessey and Don Patnode, will provided administrative oversight, project assistance, and coordination valued at</p>				

<p>10% of their FTE during each project year. Collectively, 10% of their salary average is \$8,500 for a district match (b)(4) in years 1-3. In year 4, at least 5% FTE will be committed by each for a match of (b)(4).</p> <p>Project Assistant (10% FTE) A Project Assistant will be hired at 10% FTE to perform general clerical duties of the grant program, and for providing general administrative support to the Project Director. S/he will have experience with data input and analysis and associated software programs. S/he will assist the Implementation Task Force in retrieving data and preparing reports and agendas. \$6.00/hour x 166 hours = \$1,000 year for each project year.</p> <p>total, personnel</p>	<p>0</p> <p>(b)(4)</p>	<p>0</p> <p>(b)(4)</p>	<p>0</p> <p>(b)(4)</p>	<p>0</p> <p>0 0</p>
<p>2. FRINGE BENEFITS</p> <ul style="list-style-type: none"> ♦ Project (b)(4) and (b)(4) ♦ 35% of (b)(4) and (b)(4) ♦ Task Force: 35% of (b)(4) ♦ Administrative Overs (b)(4) years 1-3); and 35% ♦ Project Assistant: 35% <p>total, fringe benefits</p>	<p>0</p> <p>0</p> <p>0</p> <p>(b)(4)</p>	<p>0</p> <p>0</p> <p>(b)(4)</p>	<p>0</p> <p>0</p> <p>(b)(4)</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>
<p>3. TRAVEL & TRAINING FEES Small Schools Planning Institute Held by the Small Schools Workshop (SSW), this Institute will provide of host of training topics designed to assist school districts engaged in restructuring, implementing smaller learning communities, and whole-school improvement. The 3-day workshop is held annually in Sarasota, Florida and will offer workshops such as (please note: this list is not meant to be exhaustive): Making Small Schools Work for Effective Teaching/Learning; Creating Safer Learning Environments; Meeting the Needs of Special Education Students; Integrating Curriculum; Engaging Parents and Community Members; and much more. The Project Director and one member of the Implementation Task Force will attend this institute (b)(4)</p>	<p>(b)(4)</p>	<p>(b)(4)</p>	<p>(b)(4)</p>	<p>0</p>

Center for Performance Assessment “Trainer” Certifications

The Center for Performance Assessment (CPA) offers seminars designed to assist schools in meeting the federal No Child Left Behind Act (NCLB) goals in the areas of instruction and assessment. The interactive seminars are founded on the most recent, scientifically based research and data supporting standards-based education, which is essential to improving student achievement. In particular, CPA offers Certification Training in “Making Standards Work” and in “Data-Driven Decision Making/Data Teams” to enable district educators to provide continuous and on-going professional development and local support to teachers in these areas both during and beyond the project. The workshops are described in more detail on pages 30 and 31 of this budget. Two members of the Implementation Task Force will each attend either the 4-day Making Standards Work Certification Seminar, or the 3-day Data-Driven Decision Making Certification Seminar in Denver, Colorado in project year 2. Travel

(b)(4)

0

(b)(4)

0

0

Framework for Understanding Poverty

This 4-day workshop, by aha! Process, is based on Dr. Ruby Payne’s research and work in poverty to train staff to better understand the mindset, culture, and issues associated with poverty so they can learn to more effectively work with/provide a supportive environment for those in poverty to ultimately improve their chances for academic and social success. The Project Director will attend this workshop in Galveston, Texas during June of 2006 (year 2) to be certified as a “Train-the Trainer” to enable her to

(b)(4)

Project Management Travel

It is estimated that all members of the project management team, including the Project Director, Implementation Task Force (24 members), BDHS Administrators, and Director of Instruction will accumulate a total of at least

<p>3,000 miles each project year as they attend meetings, inservices, Saturday retreats, and other events associated with the project. As such: 3,000 miles x \$0.34/mile = \$1,020 in match.</p> <p style="text-align: right;">total, travel</p>	(b)(4)		(b)(4)		(b)(4)		0	
<p>4. SUPPLIES</p> <p><u>General Office Supplies</u></p> <p>The district will cover all supplies required for the proposed project, such as costs associated with telephone, copying, postage, paper, print cartridges, internet, computers, paper, miscellaneous office supplies, and more. This represents an in-kind matching contribution valued at \$2,500 annually.</p> <p><u>Training Materials</u></p> <p>The following training materials will be purchased as part of required materials for trainings, seminars, and workshops provided throughout the project period:</p> <ul style="list-style-type: none"> ♦ Making Standards Work Seminars Package, includes: <i>Power Standards</i> by Larry Ainsworth; <i>Unwrapping the Standards</i> by Larry Ainsworth; <i>Making Standards Work</i> by Douglas B. Reeves; <i>Making</i> (b)(4) ♦ ♦ ♦ 	(b)(4)		(b)(4)		(b)(4)		0	
<p><u>Research-Based Prevention Curricula</u></p> <p>The following research-based prevention, and social-skill and resiliency building curricula/programs will be integrated into the daily teacher advisory curriculum:</p> <ul style="list-style-type: none"> ♦ <i>Too Good for Drugs and Violence:</i> is a comprehensive school-based prevention education programs designed to teach all students how to resist drugs, alcohol, smoking and violence and to equip them with the knowledge, skills, and attitudes they need to remain safe and drug free. The program is based on the latest research about resiliency, risk and protective factors, and factors that research has identified as critical for young people's successful growth and development. The program has been identified as a Model Program by the Substance Abuse and Mental Health 	(b)(4)		(b)(4)		(b)(4)			

<p>Services Administration (SAMHSA) and US Dept. of Health and Human Services. (2 kits @ \$750 ea. = \$1,500)</p> <ul style="list-style-type: none"> ♦ Positive Action (PA) for Teens is a comprehensive social and interpersonal skill building program that has been proven to improve academic achievement and behaviors in children and adolescents in multiple domains, such as individual self-concept, learning skills, decision-making and problem-solving skills, physical and mental health, behavior, character, and responsibility. PA also improves school climate and family parent-child relationships, and decreases <p>d S a (</p>	(b)(4)							
<p>5. CONTRACTUAL Center for Professional Development The Center for Performance Assessment (CPA) offers seminars designed to assist schools in meeting the federal No Child Left Behind Act (NCLB) goals in the areas of instruction and assessment. The interactive seminars are founded on the most recent, scientifically based research and data supporting standards-based education, which is essential to improving student achievement. We will contract with the CPA to provide the following seminars on-site over course of the project for all project staff:</p> <p>Project Year 1 Seminars totaling \$10,200 include:</p> <ul style="list-style-type: none"> ♦ Power Standards Seminar: This one-day seminar will show participants how to identify the most critical standards in each of the core content areas – or the "Power Standards" – necessary for student success, and for most effectively implementing standards in the curriculum. ♦ "Unwrapping" the Standards Seminar: This one-day seminar shows participants how to "unwrap" the Power Standards, identify critical content and skills contained within them, and align curriculum, instruction, and assessment to the standards. ♦ Data-Driven Decision-Making: This one-day seminar will provide administrators and teachers with the skills to analyze specific school-level data to improve instruction, curriculum, and student achievement. <p>Project Year 2 Seminar totaling \$3,800 includes:</p> <ul style="list-style-type: none"> ♦ Making Differentiated Instruction Work: This one-day seminar focuses on effective classroom instruction with a close examination of 			(b)(4)		0 0		0 0	

differentiated instruction to address the diversity of learners.

Project Year 3 Seminar totaling \$6,400 includes:

- ♦ *Designing and Developing Performance Assessments:* This two-day seminar will provide teachers with the skills to design fair and rigorous standards-based performance assessments that will encourage all students to reach proficiency in the classroom.

Summer Literacy Institute

An annual 3-day Summer Literacy Institute will be held to provide teachers with the skills to implement reading and writing across the curriculum in order to improve literacy, student achievement, communication, and proficiency in Reading and Language Arts. A special focus will include meeting the literacy needs of English Language Learners and students with disabilities. In order to provide this exciting institute, we will contract with a (b)(4) internal and external experts and consultants at a total cost of (b)(4) over the project period to provide the following trainings:

- ✓ *Reading Strategies for the Content Areas* (Association for Supervision and Curriculum Development - Sue Beers, Curriculum Director and Lou Howell, Director of Instructional Services)(12 hours f(b)(4))
- ✓ *Developing Writing and Thinking Skills Across the Curriculum* (Mark Dressel, Collins Education Associate) (b)(4)
- ✓ *Six Trait Writing* (Kiatt Takkunnen, Director - Northwest Regional Educational Laboratory)(b)(4)
- ✓ *SOAR to Success: Strategies for Building Reading Comprehension* (Stephanie Moore, Teacher) (b)(4)
- ✓ *Meeting the Literacy Needs of English Language Learners* (Kimberly Meyer (ELL) Teacher) (b)(4)
- ✓ *Using PowerPoint as a Writing Platform* (Jeff Duchac, Teacher) (6 h(b)(4))
- ✓ *Using Inspiration to Organize Writing* (Nancy Cook, Teacher) (6 hrs. for (b)(4))
- ✓ *Supporting Reading Using Kurzweil Technology* (Ken Steffan, Teacher) (b)(4)
- ✓ *Teaching Research Skills using the Big 6 Inquiry Model* (Kathy Wickmann and Jane Bailey, Librarians) (b)(4)
- ✓ *Reading Investigations and STAR Assignments* (Sharon Bliefertnicht GT Coordinator)(b)(4)

<p>✓ Reading Workshop Matters: Helping Students Become Better Readers (Jessica Morrison and Debbie Kinder, Teachers) (6 hrs. for (b)(4))</p> <p>✓ Revolutionizing Reading: Simple Strategies that Work (Darla Brink and Paul Hase, Teachers) (b)(4)</p> <p>SLC Implementation Consultants</p> <p>We will contract with administrators from several school districts around the state (who also serve as educational consultants) who have been involved in successfully implementing SLC structures and strategies in their schools that are of interest to our school – such as house plans, teachers advisory systems, block scheduling, freshman transition programming, and more. They will provide training and guidance to the Project Director, BDHS Administrators, and members of the Implementation Task Force to provide them with the skills to facilitate implementation of project components and serve as on-site experts and support. Consultants include administration from several school districts, such as Watertown, Ashwaubenon, Madison, Milwaukee, or Superior, among others. Average consulting fee will be \$1,000 per year in years 1 and 2.</p> <p>External Evaluation Consultant</p> <p>We will contract with Fred A. Skebba of Northwoods Educational Consultant Services, to provide a professional, third party evaluation of this project. He will work closely with the Project Director and Implementation Task Force to ensure close monitoring of performance indicators and strict adherence to federal requirements. The district will match for a fourth year to provide a Final Performance Evaluation. Fee for services total \$8,000 per project year for years (b)(4)</p> <p style="text-align: right;">total, consultants</p>		0 0
<p>6. OTHER</p> <p>Tribes Training</p> <p>Tuition for all teachers to attend the 4-day Tribes Training Institute is \$50. Three cadres of 30 teachers each will be provide this tuition cost over the course of 3 years so that by the end of the project, all teachers will have attended this training. \$50 x 30 teachers (b)(4)</p> <p style="text-align: right;">total, other</p>		

7. TOTAL DIRECT COSTS								0
8. INDIRECT COSTS (2% of direct costs for administrative overhead, central office accounting, management, and coordination).								0
9. TRAINING STIPENDS <u>Implementation Project Training Stipends</u> The district will utilize all currently scheduled inservices and allocated staff development time for training related to this project, which totals 3-days or 23.5 hours. In addition, all 90 teachers will be provided with an additional 24 hours of stipends for trainings in Year 1; while 2 cadres of 45 teachers each will be provided 20 additional hours of training stipends in Years 2 and 3 to engage in a variety of professional development activities that will be offered as part of this project, such as Literacy Institutes, Tribes, CPA trainings, and much more. Trainings will be held in summer, during regularly scheduled inservices, after-school, and during Weekend Retreats during each project year. In addition, in years 2 and 3, all teachers will be provided an additional 36 hours (4 hours per month for 9 months) of stipend time to engage in the Implementation Study Groups which will be held in the after-school hours to receive training, support, and coaching in implementing project components, such as teacher advisories, house plans, block scheduling, and more. As such, training stipends are summarized below:								
a. District Match Inservices:	(b)(4)	0						0
b.	(b)(4)							0
c.	(b)(4)							0
								0
								0
								0
								0
10. TOTAL PROJECT COST								0

Grant Requests: \$94,708 (Year 1); \$106,815 (Year 2); \$98,395 (Year 3)
TOTAL GRANT REQUEST IN PROJECT YEARS 1-3: \$299,918

**GEPA Section 427,
Assurances,
Certifications, &
State Single Point of
Contact Letter**

GEPA, Section 427

Equitable Access Statement

The Beaver Dam Unified School District will provide equal access to all Smaller Learning Communities Planning Grant program activities described in the grant narrative to ensure that all persons, regardless of gender, race, country of origin, color, disability, or age will be able to reap the benefits of this undertaking. The District will implement its official non-discrimination policy (on file within the District and with the Wisconsin Department of Public Instruction) throughout the duration of the program to staff members and all program participants alike. The Project Director, as the person in charge for implementing this project in an effective manner, will ensure equitable access to all. The assurance of equitable access will provide a framework for the following project components: (1) hiring/appointing/recruiting/firing/promoting/demoting program staff; (2) program-specific policy development and implementation; (3) implementation of program activities; (4) promotion of program to potential participants; and, (5) evaluation activities.

The District has identified a number of potential barriers to equitable access to, and participation in, the program services and activities proposed in the accompanying grant application. Following is a listing of several of the possible barriers and the steps to be taken by the District to overcome those barriers.

Disabilities

The Beaver Dam High School building and all School District facilities and transportation services to be utilized for the provision of program activities are fully accessible for students, teachers, community members, and project staff with special needs. Only fully accessible facilities will be utilized for program activities.

Specially trained volunteers will be provided to work directly with any special needs project personnel, students, project beneficiaries, and stakeholders who require additional assistance (be they hearing/vision impaired, physically/ cognitively disabled, emotionally disturbed, etc.) to ensure that all have equal access to program activities and information. An Exceptional Education Need (EEN) teacher and/or aide will be placed in all core subject classrooms to accommodate those students with special needs. Teachers will be trained in effective use of assistive technology, and in the use of assistive technology to implement reading and writing across the curriculum.

All stakeholder survey tools will be modified to address the needs of special needs participants for this population to be able to participate equally in evaluation and need assessment activities of the program.

Citizens with disabilities are often under represented. To ensure their involvement and participation in this project, representatives from this group, as well as District special education and equity-knowledgeable staff, will be included on the Implementation Task Force. In all cases, all meetings/activities will be held in ADA accessible facilities within the District.

Color, Race, and National Origin

There is a growing minority and migrant population in the District (primarily Hispanic), thus, there exists the potential that racial attitudes, cultural differences, and language proficiency levels may inhibit full participation in and understanding of the proposed program. Therefore, the District will provide all program materials in Spanish and other languages as needed, and ensure their voice is heard through representation on the Implementation Task Force and Parent and Student Advisory Boards. The ELL and Bilingual experts in the District will be utilized for translation purposes and to create any needed bilingual curriculum. As well, all community and stakeholder surveys, need assessment tools, informational

brochures, presentation materials, and training materials related to this program will also be translated into languages other than English as necessary to reach all minorities. Publicity campaigns to promote community awareness will be provided in other languages as needed. The High School will feature diversity education in teacher advisory periods and ELL support and tutoring – and English literacy education - in class periods and the after-school Alternative Education program. Special support will be provided to minorities to help those students attend postsecondary education or advanced training through career development activities in teacher advisories. Finally, the District will implement staff development activities related to diversity and gender issues as part of this project.

Gender

The District will encourage the equitable participation of female and minority students in more advanced and rigorous coursework through comprehensive assistance/guidance in teacher advisory periods.

Although the above list of activities is not meant to be exhaustive, these are some examples of steps that will be taken to ensure equitable access and participation. There are many issues affecting the local circumstances of the District, and although the District does implement effective steps to this regard, should any barriers arise or become evident they will be immediately addressed. The Project Director will publicize her name, phone number, address, and e-mail address as the person responsible for addressing any equitable access issues.

The Project Director will submit to the U.S. Department of Education and the District Superintendent a report detailing the implementation and success of this equitable access plan during each year of the program.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

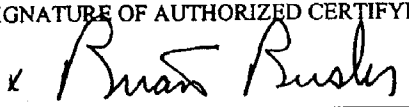
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE District Administrator
APPLICANT ORGANIZATION Beaver Dam Unified School District		DATE SUBMITTED 4/29/04

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

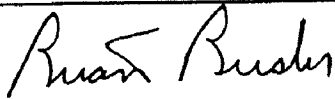
Place of Performance (Street address, city, county, state, zip code)
Beaver Dam High School

500 Gould St.

City Beaver Dam, Dodge County, WI 53916

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT		PR/AWARD NUMBER AND / OR PROJECT NAME	
Beaver Dam Unified School District		CFDA #84.215L, Smaller Learning Communities Program	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Dr. Brian Busler, District Administrator			
SIGNATURE		DATE	
		4/28/04	

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.


Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT Beaver Dam Unified School District	PR/AWARD NUMBER AND/OR PROJECT NAME CFDA # 84.215L Smaller Learning Communities Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dr. Brian Busler, District Administrator	
SIGNATURE 	DATE 4/28/04

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract ____ b. grant ____ c. cooperative agreement ____ d. loan ____ e. loan guarantee ____ f. loan insurance	2. Status of Federal Action: a. bid/offer/application ____ b. initial award ____ c. post-award	3. Report Type: a. initial filing ____ b. material change ____ For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: ____ Prime ____ Subawardee Tier _____, if Known: Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
Federal Use Only		
Signature: <u>Brian Busler</u> Print Name: <u>Dr. Brian Busler</u> Title: <u>District Administrator</u> Telephone No.: <u>(920)884-7309</u> Date: <u>4/29/04</u> Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)		

NOT APPLICABLE

APPENDIX A

School Report Card and Performance Indicators

Appendix A
Performance Indicators

(1) Student Achievement: The percentage of students scoring at the proficient and advanced levels on the Reading/Language Arts and Math assessments used by the State to measure adequate yearly progress under Part A of Title I of ESEA, disaggregated by subject matter and the following subgroups: a) all students; b) major racial and ethnic groups; c) Students with limited English proficiency; and d) economically disadvantaged students.

The Wisconsin Student Assessment System "Knowledge and Concepts Exams" (WKCE), developed by the Wisconsin Department of Public Instruction (DPI) are the State's standardized tests administered to students in fourth, eighth, and tenth grades only, therefore, the Beaver Dam Unified School District has State assessment results for the students in tenth grade. The tables below present the information by each subject area according to the 2002-03 WKCE results.

(A) Reading

	Minimal/Basic	Proficient	Advanced
a. All BDHS 10 th Graders	25	20	53
b. Combined Minority Groups	38	13	38
c. Students w/Disabilities	78	10	13
d. Students w/Limited English Proficiency	*	*	*
e. Economically Disadvantaged	42	20	37

*Data not reported due to small group size to protect student privacy.

(B) Language Arts

	Minimal/Basic	Proficient	Advanced
a. All BDHS 10 th Graders	23	53	23
b. Combined Minority Groups	38	25	25
c. Students w/Disabilities	81	19	0
d. Students w/Limited English Proficiency	*	*	*
e. Economically Disadvantaged	27	56	15

*Data not reported due to small group size to protect student privacy.

(C) Mathematics

	Minimal/Basic	Proficient	Advanced
a. All BDHS 10 th Graders	23	51	25
b. Combined Minority Groups	63	13	13
c. Students w/Disabilities	71	26	3
d. Students w/Limited English Proficiency	*	*	*
e. Economically Disadvantaged	37	44	17

**Data not reported due to small group size to protect student privacy.

(2) Graduation Rate

The school's graduation rate for the past three school years is as follows:

- a. 2000-01: 96.28%
- b. 2001-02: 98.49%
- c. 2002-03: 100.00%

(3) Postsecondary Education: The percentage of graduates who enroll in postsecondary education, apprenticeships, or advanced training for the semester following graduation.

Table 1 below provides the results of a Post Graduate Survey that was conducted for three years from 1998-2000- the most recent years that data is available. Following that is Table 2 that provides the results from the 2002-03 Post Graduate Intentions Survey conducted annually among 12th graders as required by reporting requirements of the Wisconsin Department of Public Instruction. As part of this proposed project, the district will update and establish baseline data on this required Performance Indicator and gather annual program performance as required.

Attending 4-Year College	45.0%
Attending Technical Schools	18.6%
Apprenticeships	1.0%

Job Training	Voc/Technical College	4-Year College	Military	Employment	Miscellaneous

(4) Postsecondary Employment: The percentage of graduates who are employed by the end of the first quarter after they graduate (September 30).

Table 1 below provides the results of a Post Graduate Survey that was conducted for three years from 1998-2000- the most recent years that data is available. Following that is Table 2 that provides the results from the 2002-03 Post Graduate Intentions Survey conducted annually among 12th graders as required by reporting requirements of the Wisconsin Department of Public Instruction. **As part of this proposed project, the district will update and establish baseline data on this required Performance Indicator and gather annual program performance as required.**

Employment	31.4%
Military	4.0%

Job Training	Employment	Seeking Employment	Military	Misc.
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(5) Other Performance Indicators

a. Attendance and Retention:

- ♦ The overall reported average daily attendance for October of this school year (2003-04) is 94.23%; in October 2003 the attendance rate was 93.88%.
- ♦ 44 students were retained (3.9%) in 2002-03; 6 were retained in 2001-02 (0.5%).

b. The number of incidents of student violence, alcohol, and drug use; and other disciplinary issues:

- ♦ An average of 1,096 disciplinary referrals per year have been recorded over the past five school years related to student violence, disruptive behavior, alcohol/tobacco or other drug use, and other harmful activities.
- ♦ 54 students received out-of-school suspensions (5%) in 2002-03; 43 (or 4%) received an out-of school suspension in 2001-02.
- ♦ 10 students were expelled (0.9%) in 2002-03; 14 (1.2%) were expelled in 2001-02.
- ♦ a total of 82 students were recorded as habitually truant (7.3%); 122 (or 10.4%) were habitually truant in 2001-02)

c. Advanced placement courses, advanced placement tests, and college entrance examinations.

- ♦ 59 students (4.8%) took the Advanced Placement Test in 2002-03 and 56.72 passed.
- ♦ 50.8% of students took the ACT in 2002—03 with an average score of 23.4.
- ♦ A total of 16 students took the SAT in 2001, representing 6% of the senior class. SAT Mean Scores were 567 for verbal and 599 for Math.
- ♦ Enrollment in advanced coursework is found on the following page:

	AP*	CAPP*	DPI Defined*
Math	5.4	0.0	2.86
Science	1.31	0.0	2.95
Other	2.78	0.0	

*AP: Advanced placement courses that are offered through The College Board of Princeton, New Jersey.

*CAPP: College Advanced Placement Courses are college-level courses offered for college credit in conjunction with a local college or university.

*DPI Defined: Those considered to be advanced by the WI Department of Public Instruction.

- d. **The number of students involved in extracurricular activities:** 24.7% of students in academic; 51.4% in athletic; and 35.0% in music in 2002-03.
- e. **The level of teacher, student, and parent satisfaction with the Smaller Learning Communities structures and strategies:** This will be measured on an annual basis by surveys.
- f. **Other Performance Indicators are those that are included in the Project Goals and Objectives found on pages 21-23 of the grant narrative, including and in addition to the following:**
 - ◆ Number of students involved in extracurricular activities
 - ◆ Number of students with credit deficiencies, low GPAs, receiving D's and F's, and with limited English proficiency
 - ◆ Percentage of students taking the SAT/ACT and average scores
 - ◆ Percentage of students taking/passing advanced courses
 - ◆ Level of teacher, student, and parent support and satisfaction with the SLC structures and strategies being implemented
 - ◆ Parental participation and involvement rates
 - ◆ Number of students who complete a Career Preparation Portfolio
 - ◆ Number of students who participate in work-based learning activities
 - ◆ Incidences of racial harassment
 - ◆ Number of students with peer mentors and satisfaction with this
 - ◆ Percentage of students who "care about their school"
 - ◆ Percentage of students who report they have at least one caring adult in school they feel comfortable going to for help or talking to
 - ◆ Change in local juvenile crime rate
 - ◆ Improvement in teacher's instructional and assessment strategies
 - ◆ Teachers' skills, abilities, and confidence to effectively implement SLC components and satisfaction with professional development activities
 - ◆ More to be determined as project implements

APPENDIX B

- ◆ **Planning Grant Staff Survey of Support**
- ◆ **Implementation Grant Staff Survey of Support**
- ◆ **Participation Agreement for Planning Grant**
- ◆ **Planning Grant Committees and Planning Process**
- ◆ **Planning Grant SLC Implementation Plan**

(a) **Need for the project. (10 points).**

(1) (5 points) Assist schools that have the greatest need for assistance,

(A) Student performance on State assessments in reading/language arts and mathematics.

The need for implementing systemic school reform is evident upon reviewing the academic performance of Yukon Public Schools' secondary students in the targeted core academic areas. The chart below indicates that an alarming 83% of Yukon students did not perform satisfactorily on the 2003 Algebra I State of Oklahoma End of Instruction Test. Thirty-six percent (36%) did not perform satisfactorily in English II, while 64% scored less than satisfactorily in Biology.

Subject	Yukon Advanced	State Advanced	Yukon Satisfactory	State Satisfactory	Yukon Limited Knowledge	State Limited Knowledge	Yukon Unsatisfactory	State Unsatisfactory
Algebra I	2%	9%	15%	13%	60%	52%	23%	26%
English II	39%	31%	24%	31%	17%	21%	19%	17%
Biology	11%	8%	33%	37%	22%	24%	33%	31%

(B) Gaps in student performance in State reading/language arts and math assessments.

Disaggregate Data	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
Amer. Indian	0%	0%	100%	0%
Asian	0%	14%	86%	0%
Black	0%	0%	67%	33%
Hispanic	0%	31%	46%	23%
Other Minority	6%	6%	44%	44%
White	2%	15%	59%	23%
Free/Reduced Lunch	4%	18%	50%	29%
Non Free/Reduced	2%	14%	62%	22%
Special Education	0%	0%	11%	89%
High Mobility	7%	15%	46%	31%

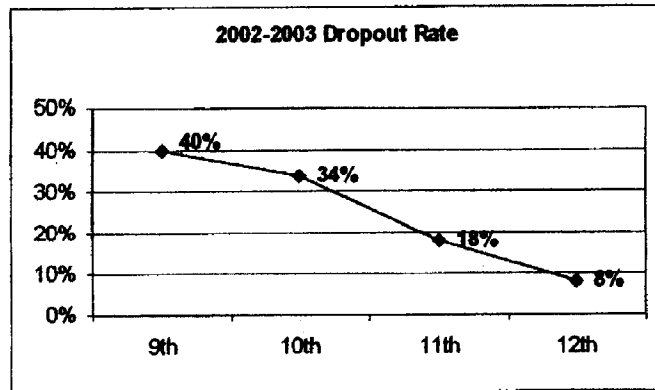
The chart to the left indicates that most Yukon students performed poorly on the recent State Algebra I End of Instruction Test.

Disaggregate Data	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
Amer. Indian	35%	18%	18%	29%
Asian	55%	27%	9%	9%
Black	33%	33%	0%	33%
Hispanic	39%	28%	17%	17%
Other Minority	25%	42%	17%	17%
White	40%	24%	18%	19%
Free/Reduced Lunch	31%	27%	12%	31%
Non Free/Reduced	40%	24%	18%	18%
Special Education	4%	18%	25%	54%
High Mobility	28%	19%	19%	35%

However, four groups of students scored less than satisfactorily on the State English II End-of-Instruction Test at rates much higher than other students: American Indians (47%), the Economically Disadvantaged (43%), Special Education students (79%), and High Mobility students (54%).

(C) The school's graduation rate, and gaps in the graduation rate;

Yukon School District reported eighty-nine dropouts/no shows for grades 9-12 in 2002-2003 (4.5%). The chart clearly demonstrates the need for intensive intervention activities for Grade 9 students, as they comprise the largest percentage of the total dropouts per year.



In addition, minorities make up a disproportionate number of those students not graduating. Records for the first three quarters of this school year indicate that Black and Hispanic students are dropping out at rates far greater than those for Caucasian and other minority students:

Ethnic Identification	Enrollment Percentage	Percent of Dropouts	Ethnic Identification	Enrollment Percentage	Percent of Dropouts
Caucasian	88%	74%	Black	1%	13%
Hispanic	3%	9%	Amer. Ind.	5%	4%
Asian	3%	0%			

(D) Disciplinary actions/reported incidents of violence and of drug and alcohol use;

During the 2002-2003 school term, 1 of every 24 students received short-term suspensions (10 days or less). One in 172 received long-term suspensions of more than 10 days. The incidences of violence in the district continue to rise, with both students and teachers all too often facing threats at school:

Description	2002-2003 Incidences	Description	2002-2003 Incidences
Aggravated Assault/Battery	57	Bullying	421
Fighting	167	Weapons	16

Category	State	9th	10th	11th	12th	13th	14th
At least one drink—last 30 days	14 1/2%	12%	17%	34%	12%	62%	58%
Binge Drinking—last 30 days	10%	0%	12%	19%	26%	51%	44%

Sources: (State) 2000 National Household Survey on Drug Abuse; (Local) Youth Risk Behavior Survey, administered randomly at Yukon Public Schools, May 2002.

Alcohol. Results of the Youth Risk Behavior Survey administered in 2002 to Yukon High School students revealed what school staff and parents have long suspected: alcohol is a major problem among Yukon's youth.

Illegal Drugs. Further, the Youth Risk Behavior Survey indicated that Yukon students are using marijuana and cocaine at rates higher than those for the state:

Category	State	9th	10th	11th	12th	13th	14th
Used Marijuana—last 30 days	6%	4%	0%	13%	12%	29%	14%
Used Cocaine at least one time	4%	0%	0%	0%	20%	22%	12%

Sources: (State) 2000 National Household Survey on Drug Abuse; (Local) Youth Risk Behavior Survey, administered randomly at Yukon Public Schools, May 2002.

Planning Grant Staff Survey Conducted January 2002

----- Original Message -----

From: "Mark Kirst" <KirstM@beaverdam.k12.wi.us>

To: <luttech@internetwis.com>

Sent: Monday, February 04, 2002 1:54 PM

Subject: Survey of Staff

I conducted a survey of staff in January (2002) and asked how many would support studying implementation of smaller learning communities in the high school, including 9th grade transition issues (9th grade sub-unit/academy), a homeroom, expanding career pathways (grades 10-12), and block schedules. Of 80 certified staff members, 70 returned the survey and answered yes, 3 said no, and the remaining 7 did not respond.

If I have done the math correctly, 87.5% support the issues we plan to explore if we get a grant.

If you need anything else, please let me know.

Mark Kirst, Principal
Beaver Dam High School
500 Gould Street
Beaver Dam, WI 53916
Phone (920) 885-7340
Fax (920) 885-7317
kirstm@beaverdam.k12.wi.us



Beaver Dam High School

Learning for a Lifetime



Staff Survey for SLC
Implementation - conducted
March, 2004

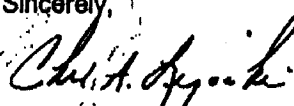
April 26, 2004

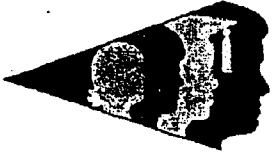
Grant Selection Committee:

On March 17, 2004, the faculty of Beaver Dam High School voted in support of a change from a traditional eight-period day to a four-period block schedule for the 2005 - 2006 school year. The vote, which was conducted by secret ballot and overseen by Mr. Donald Patnode, Associate Principal and Mr. Gordon Aschebrook, Chief Negotiator for the Beaver Dam Education Association, was sixty-one (70%) in favor and twenty-six (30%) opposed.

The impetus for this decision was to restructure the school day in support of the initiatives presented by the Smaller Learning Communities Committee.

Sincerely,


Chris A. Ligocki, Principal



January 30, 2002

PARTICIPATION AGREEMENT from Planning Grant

To Whom it May Concern:

Beaver Dam High School aspires to become a community of learners where the climate and culture of the school embodies mutual respect, dignity for all and learning for a lifetime. To achieve these preferred futures, the focus of the planning grant will be to develop structures within the larger institution which will support, enable and motivate all students to realize their maximum potential.

We, the undersigned, are committed to participate in the Smaller Learning Communities planning grant to explore, research and develop an initiative to improve student achievement and performance.

Brian Bush Superintendent
NAME POSITION

Gary Speth Board V.P.
NAME POSITION

Andy Ackelbach BOEA President-Elect
NAME POSITION

Danura Peres School Psychologist
NAME POSITION

Laurie R. Dwyer President, Board of Education
NAME POSITION

Don Smith Director of Pupil Services
NAME POSITION

Barbara Hintz Middle School Principal
NAME POSITION

Ron Thomas	Science Teacher	Ron Thomas
NAME	POSITION	
Dan Kopp	Science Teacher	Dan Kopp
NAME	POSITION	
Elizabeth Heinze	Science Teacher	Elizabeth Heinze
NAME	POSITION	
Jana Berg	English Teacher	Jana Berg
NAME	POSITION	
Roberta Marck	Friend of Scheduling/ History Teacher	Roberta Marck
NAME	POSITION	
Janet Shumaker	English Teacher	Janet Shumaker
NAME	POSITION	
Penny Landratter	English Teacher	Penny Landratter
NAME	POSITION	
Jaqueline A. Burke	English Teacher	Jaqueline A. Burke
NAME	POSITION	
Julie Chapman	EEN Teacher	Julie Chapman
NAME	POSITION	
Kristine L. Leaver	EEN-Teacher	Kristine L. Leaver
NAME	POSITION	
RICHARD ZENAN	Band Teacher PARENT	Richard Zenan, Band Teacher
NAME	POSITION	
Donna Ronzani	Special Ed Teacher	Donna R. Ronzani
NAME	POSITION	
Dennis Gutzwiller	Math Teacher	D Gutzwiller
NAME	POSITION	
Peter Worch	History Teacher	Peter Worch
NAME	POSITION	

Meg Aikel Teacher
NAME POSITION

James Pham Teacher
NAME POSITION

Beto Rute School. Comm. member
NAME POSITION

MMZf Teacher
NAME POSITION

Jane Bailey Library Media Specialist
NAME POSITION

Ant Z. Wilder Tech Ed
NAME POSITION

Lucretia Aikel Health
NAME POSITION

Mark Boehmer Metals
NAME POSITION

Josh Farrell Marketing teacher
NAME POSITION

Chuck Aikel Teacher
NAME POSITION

Judy Steinbacher Parent
NAME POSITION

Cindy Jamason Parent
NAME POSITION

Kathy Huff Parents
NAME POSITION

Damaris Patterson Student
NAME POSITION

Kelli S. Drake Teacher
NAME POSITION

James L. Herwin School-to-Work
NAME POSITION

Thomas J. Herwin Historical Society
NAME POSITION

Robert J. Herwin Citizen
NAME POSITION

Mary Cudritzky Dodge City Hist Society
NAME POSITION

Tom Green Business
NAME POSITION

E. M. Hall Business
NAME POSITION

Jerome H. Kampf Citizen
NAME POSITION

Joe Lopez Agent Project Aware, Character Education
NAME POSITION Coordinator

NAME POSITION

NAME POSITION

NAME POSITION

NAME POSITION

NAME POSITION

NAME POSITION

Craig Delchant Community Member
NAME POSITION

Vivian Lukowski Parent
NAME POSITION

Kimberly Meyer ELL Coordinator
NAME POSITION

Javier Garza Student
NAME POSITION

Patricia M. Delaney Community Member
NAME POSITION

Vincent Komarowski Parent
NAME POSITION

Dennis Kayon Director of Instruction
NAME POSITION

Laurie Schmidt Administrative Assistant
NAME POSITION

Dany Posthumus Parent
NAME POSITION

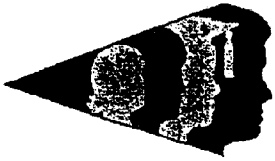
NAME POSITION

NAME POSITION

NAME POSITION

NAME POSITION

NAME POSITION



**Beaver Dam
Unified School District**

Share the Vision



Educational Service Center

705 McKinley Street

Beaver Dam, Wisconsin 53916

January 30, 2002

To Whom it May Concern:

Beaver Dam High School aspires to become a community of learners where the climate and culture of the school embodies mutual respect, dignity for all and learning for a lifetime. To achieve these preferred futures, the focus of the planning grant will be to develop structures within the larger institution which will support, enable and motivate all students to realize their maximum potential.

We, the undersigned, are committed to participate in the Smaller Learning Communities planning grant to explore, research and develop an initiative to improve student achievement and performance.

Patrick Lutz School-To-Work Coordinator
NAME POSITION

Victoria Lubowski Career Center Specialist
NAME POSITION

Shee Rasmussen Guidance Counselor
NAME POSITION

Ann Gruenewald Guidance Assistant
NAME POSITION

Lay Laelher Guidance Counselor
NAME POSITION

Bob Johnson Guidance Counselor
NAME POSITION

Judy Steinbacher Registrar
NAME POSITION

Don Chen Director of Business Services
NAME POSITION

Ben Paul Luch School Board Member
NAME POSITION

Paul P. Wetch SCHOOL BOARD MEMBER
NAME POSITION

James Odenko Director of ~~Business Services~~ Human Resources
NAME POSITION

B. Wolf Director of Co-Curricular Activities
NAME POSITION

Beth Still Associate Principal
NAME POSITION

Donald Feltner Associate Principal
NAME POSITION

Anne Skarson Parent
NAME POSITION

Connie Anderson Scheduling Committee Member
NAME POSITION

K. Riehlman Teacher / Parent
NAME POSITION

Joe Shaw Teacher
NAME POSITION

Joe Longo Parent / Teacher
NAME POSITION

Jerry Lauff Parent / Teacher
NAME POSITION

David Kalochan Parent / Teacher
NAME POSITION

Fanny Zilber Teacher
NAME POSITION

Nathan Porter
NAME

English teacher
POSITION

Henry Ford
NAME

Drama Director / GATE Resource Teacher
POSITION

Ali Perinelli
NAME

Teacher
POSITION

Joseph Turk
NAME

teacher
POSITION

Carrie Ketchum
NAME

teacher
POSITION

Charlie McDunnell
NAME

Teacher & Coach
POSITION

Mark Anderson
NAME

Teacher / Coach / Parent
POSITION

David Sager
NAME

Teacher
POSITION

Curt R. Shumewald
NAME

Teacher & Coach
POSITION

Mrs. Murkowitz
NAME

TEACHER
POSITION

W. Goodrick
NAME

Teacher
POSITION

James Friel
NAME

Teacher
POSITION

Jois Frank
NAME

Teacher
POSITION

David Brown
NAME

TEACHER / COACH / TAXPAYER
POSITION

Don Stubble
NAME

Teacher
POSITION

John [unclear]	Student
NAME	POSITION
Michael [unclear]	Student
NAME	POSITION
Pat Richards	Student
NAME	POSITION
Don [unclear]	Student
NAME	POSITION
Debbie Schmitt	Student
NAME	POSITION
Joe Zouala	Student
NAME	POSITION
Mike Zimmerman	Student
NAME	POSITION
Matt Quiring	Student
NAME	POSITION
Tony Rahn	Student
NAME	POSITION
Chris [unclear]	Student
NAME	POSITION
Eva Portsch	Student
NAME	POSITION
Mike Monheim	Student
NAME	POSITION
Colleen Magers	Student
NAME	POSITION
Mackenzie Lapinski	Student
NAME	POSITION
Dale Belter	Parent

Corrie Schick

NAME

Student

POSITION

Jenny Bonilla

NAME

Student

POSITION

Erika Thompson

NAME

Student

POSITION

Marlo Becker

NAME

student

POSITION

Randi Schroeder

NAME

student

POSITION

Sharon Redtenberg

NAME

Community member

POSITION

Brandon Dora

NAME

student

POSITION

Annette Bonner

NAME

Student

POSITION

Brianna Gutthard

NAME

student

POSITION

Amber Lau

NAME

Student

POSITION

Kurt Stangl

NAME

student

POSITION

Jordan Rabehl

NAME

Student

POSITION

Kevin Grubel

NAME

student

POSITION

Josh Gulke

NAME

Student

POSITION

Heery Hoefmann

Student

**THIS REPORT CONTAINS:
PLANNING GRANT COMMITTEES AND
PLANNING PROCESS,
OUTLINE OF PLANNING GRANT FINAL REPORT
AND
SUMMARY OF IMPLEMENTATION PLAN**

THE PLANNING PROCESS

Stakeholders

The initial planning process started with the selection of the Co-Chairs, Patrick Lutz and Roberta Marck. Patrick is a Technology Education instructor and Roberta teaches Social Studies. They have coordinated all activities during the grant period. Their first responsibility was to establish a task force, which consisted of four sub-committees. The sub-committees were Needs Assessment, Programs, Community Outreach and Administrative/Management. The rosters are listed below, with the chairs highlighted.

Needs Assessment Committee

1. **Sue Rasmussen, counselor**
2. Mary Klawitter, teacher
3. Franz Zillner, teacher
4. Beth Rueter, teacher
5. Donna Pivonka, pupil services
6. Laura La Fleur, student
7. Mark Killingsworth, school board
8. Bob Einwalter, community member

Community Outreach Committee

1. **Diane Lutz, teacher**
2. Nathan Curtis, teacher
3. Jena Berg, teacher
4. Sharon Bliefernicht, gifted and talented coord.
5. Estela Calvo-Gil, teacher aide
6. Joe Militello, school board
7. John Benedict, student
8. Leah Miller, student
9. Norma Kellenberg, parent

SLC Program Committee

1. **Rich Zeman, teacher**
2. Greg Smith, teacher
3. Anne Pearson, parent
4. Jack Harrison, Parent
5. Dave Uttech, school board
6. Cirdan Yarwood, student
7. Amanda Tran, student

Administrative/Management

1. **Don Patnode, administrator**
2. **Steve Vessey, administrator**
3. Liz Heinz, teacher
4. Kathy Pals, school board
5. Tom Giese, community
6. Kathy Dittman, parent
7. Diane Sizer, community

Additional Stakeholders: The entire student body was involved through surveys and focus groups. The entire staff was involved through faculty meetings and inservice activities. The community was involved through forums and local media. The school board was involved through participation on various committees and presentations made by the grant co-chairs.

Data/Needs Assessment

The Needs Assessment Committee completed an extensive assessment during the 2002-2003 school year. They surveyed both students and staff. Over ninety percent of the staff responded and over eight hundred students participated. It was the most extensive data collection project ever attempted at the high school. The survey instrument for the students required sixty-four responses and the faculty required seventy-two.

Areas for Consideration

Academic

- ◆ Beaver Dam has a lower number of students planning postgraduate schooling than other similar-sized schools. The percentage of students planning on going to a 4-yr. college or university averages about 43%, slightly less than the state average and significantly less than area schools of our size.
- ◆ Over the last three years the percentage of 9th graders receiving D's and F's averages around 30% in the four core academic areas (English, Science, Math & History).
- ◆ Over the last three years the percentage of 9th graders receiving F's averages around 14% in the four core academic areas (English, Science, Math & History).
- ◆ Over the last three years, the percentage of 10th graders receiving D's and F's averages around 25% in the four core academic areas. This is in light of the fact that our classroom grades and WKCE scores tend to correlate. (Over the last three years, the percentage of 10th graders receiving F's averages around 12% in the four core academic areas.
- ◆ In the last round of WKCE testing, only 60% of students were considered advanced or proficient in language, only 55% were considered advanced or proficient in science and only 45% were considered advanced or proficient in math. While this is comparable to area schools of similar size, the state expects adequate yearly progress toward a minimum level of 80% of students being advanced or proficient.
- ◆ 44% of students reported doing less than one hour of homework per night. These students tended to have lower grades than those who studied 1 hour or more.
- ◆ 40% of parents do not attend school conferences.
- ◆ 37% of students do not believe that 8th grade students are well prepared academically for the high school.
- ◆ Students who work more than 20 hrs. per week experienced a 10 –15% decrease in the grades they earn.
- ◆ The graduate follow-up survey indicated that students requested more real-world situations in their classes.

Student Behavior

- ◆ 70% of students answer yes to the question "I know students who use tobacco during the school day."
- ◆ 63% of students answer yes to the question "I know students who use drugs during the school day."
- ◆ 46% of students answer yes to the question "I know students who use alcohol during the school day."
- ◆ 51% of students believe harassment in general is a problem at our school. 37% of students believe racial harassment is a problem. 32% believe sexual-orientation harassment is a problem. One fourth of students agree that teasing/bullying keep them from doing well at school.
- ◆ Only 34% of students agreed that students are well behaved in school.
- ◆ Only 27% of students say students treat each other with respect.
- ◆ One out of every five students has received a disciplinary referral, most often for repeated tardiness.
- ◆ Only 15% of students agreed with the statement that students respect other students' or the school's property.

Student Opinions/Feelings

- ◆ 80% of the students reported feeling some level of stress.
- ◆ 43% of students do not feel the grading system at the HS is fair.
- ◆ Only 38% of students feel teachers are fair to everyone.
- ◆ 45% do not believe 8th grade students are well-prepared socially/emotionally for the high school.
- ◆ 45% of students feel having the same teacher both semesters is important.
- ◆ Over 50% of the students disagree with the statement "I feel I have a voice in policy and decisions at school." Over 35% of the students disagree with the statement "Students have a dire

Faculty Survey

Concerns

- ◆ Future facility usage
- ◆ Sportsmanship
- ◆ Student behavior
- ◆ Future budgets
- ◆ Teacher relationship with school board
- ◆ Staff development dealing with change
- ◆ Stress
- ◆ Middle to high school transition
- ◆ Consistent grading system
- ◆ Student respect for each other
- ◆ Student respect for school property
- ◆ Teasing/bullying
- ◆ Harassment
- ◆ Drugs and alcohol
- ◆ Offensive language
- ◆ Parental involvement

Data Analysis

The data analysis portion of the planning process required extra time and additional input from the sub-committees and entire faculty. The additional time was used to develop a set of Smaller Learning Communities Issues. These issues were used as a basis to study structures and strategies. We looked for ways these structures and strategies would address our needs.

Smaller Learning Communities Issues

- ◆ Study Skill/Enablers
- ◆ Harassment/Human Relations
- ◆ Middle/High School Transition
- ◆ Respect for school/student property
- ◆ Drugs and alcohol
- ◆ Student interaction with faculty
- ◆ Parental involvement at the high school
- ◆ Fair and equitable grading system
- ◆ School start time
- ◆ Wisconsin Knowledge and Concepts Exam
- ◆ Stress level for students and staff
- ◆ Career education/post graduation plans
- ◆ School safety
- ◆ Real world activities in the classrooms

Areas to Study

The Smaller Learning Communities Issues led the sub-committees to develop a list of areas to study, which also helped the steering committee narrow their focus as to which structures and strategies to pursue.

- ◆ Homerooms
- ◆ Eighth to ninth grade transition
- ◆ Daily schedules
- ◆ School start time
- ◆ Method of instruction

- ◆ Houses
- ◆ Career Academics
- ◆ Looping
- ◆ Activity period
- ◆ Grade level issues
- ◆ Student mentoring
- ◆ Academic support

Researching Restructuring Models

The Beaver Dam High School Smaller Learning Communities Committee consisted of four sub-committees: Needs Assessment, Program, Community Outreach and Administrative/Outreach.

Each sub-committee had a specific task related to gathering information that would provide direction for the steering committee. The steering committee was made up of the chairs of each sub-committee, the high school principal and grant co-chairs. The steering committee selected strategies and structures that would best address the needs of the school.

Community Outreach

- ◆ Provided information about strategies and structures to the community through community forums, newsletters, newspaper articles and radio public service announcements
- ◆ Conducted community forums after a student play about diversity
- ◆ Conducted a community forum after parent conferences
- ◆ Designed posters related to smaller learning communities
- ◆ Informed students and staff about the importance of the Needs Assessment

Needs Assessment

- ◆ Designed data collection instruments for the needs assessment
- ◆ Conducted an extensive needs assessment for students and staff
- ◆ Incorporated existing data into their report
- ◆ Developed a user friendly final report
- ◆ Presented a report to the entire faculty

Program Committee

- ◆ Developed a list of smaller learning community options/models
- ◆ Developed a list of schools who have implemented SLC models
- ◆ Developed questions to be asked on visitations
- ◆ Scheduled school visitation

Administrative/Management

- ◆ Reviewed building usage
- ◆ Toured present facilities
- ◆ Brainstormed ways of using facilities to serve houses or academies

Grant Co-Chairs

- ◆ Attended National SLC Conference in Atlanta
- ◆ Worked with regional SLC centers to gather data
- ◆ Conducted numerous internet searches related to structures and strategies
- ◆ Participated in school visitations
- ◆ Read numerous articles on SLC success stories
- ◆ Met on a daily basis to discuss/monitor progress of the sub-committees
- ◆ Set up conference calls with SLC representatives
- ◆ Facilitated several Saturday retreats to analyze data and propose strategies and structures that would work in our district
- ◆ Facilitated faculty inservices where strategies and structures were proposed and studied
- ◆ Facilitated evening meetings, attended by all of the sub-committee members, where structures and strategies were studied and final proposals were drafted

Researching Restructuring Models Narrative:

The sub-committee structure was used as a method to gather data and make proposals. Each member of the sub-committees became part of a work group at our Saturday retreats. They were provided with examples of strategies and structures. Then they were asked to react as to how each of these would work in our district. They were asked a series of questions dealing with the following:

1. What needs does it specifically address?
2. What grade level(s) does it impact?
3. What impact would it have on the daily schedule?
4. What impact would it have on student learning?
5. What impact would it have on student/teacher interaction?
6. What impact would it have on facilities?
7. What would the learning community react to this change?
8. What inservice would have to be provided to support this change?
9. What financial impact would this change present?

The sub-committee members dealt with the questions on an individual basis and also were part of a school wide inservice. They acted as facilitators of small groups. The faculty was divided into groups of ten and the structures and strategies were studied. Then the questions were answered and the data compiled. This information was presented to the entire faculty at a subsequent meeting. A question and answer session was facilitated by the committee chairs.

The grant co-chairs used all of the data submitted by the faculty to develop additional questions related to concerns. The sub-committees then met as a group again to start the process of deciding which structures and strategies could be eliminated from consideration. This left the grant co-chairs with the task of putting together a list of structures and strategies that would be considered for approval.

All of the structures and strategies were presented to the staff, with accompanying explanations and rationale. Plus, the staff had previous knowledge through building correspondence.

The grant co-chairs, principal and steering committee met on a regular basis to share their individual research about new smaller learning communities findings from recent literature. This included web-sites, government publications and current periodicals. Plus, calls were made to schools across the country that had received implementation grants.

Visitations to schools also served as a valuable source of information. Visitation reports were shared with all stakeholders.

The Consensus Process

The consensus process is part of the culture for the Beaver Dam District. Most decisions are made using this method. The Smaller Learning Communities Steering Committee made a point of involving as many stakeholders as possible. Input and data was gathered from many facets of the learning community.

The decision making process began by having the stakeholders be part of our district wide awareness campaign. They were then asked for input related to the structures and strategies that would serve the needs of the Beaver Dam High School. This allowed the steering committee to focus on a smaller number of possibilities and gather more significant data. The formal needs assessment also was a valuable tool, which was shared with school and community. By using the consensus process the steering committee was able to develop a set of goals and smaller learning communities elements. This would be the guiding force behind all future decision making in the planning process. The stakeholders felt that the following should be given consideration:

- ◆ Homerooms/Advisories - Time for teachers to meet with students in small groups to discuss specific topics related to that grade level. It would also provide the students with the opportunity to connect with an adult over a long term.
- ◆ Houses - Grouping students to better monitor their academic progress and allow for integrated instruction. This would also provide the opportunity for addressing different learning styles.

- ◆ **Alternate Schedule - Exploration of alternative daily schedules.** This would include the block or alternate day classes. The main purpose being to provide longer class periods and fewer classes per semester.

Focus groups were used extensively during the entire process. The faculty was divided into cross-disciplinary groups and asked to provide input into how these elements would work within our school. Focus groups were conducted with parents and students as well. The school board was involved through individual participation on the sub-committees. The entire school board was privy to the process through regular up-dates provided by the grant co-chairs.

The steering committee, through consensus, developed the goals that were used at every juncture of decision making. They were revisited at every presentation and became part of the smaller learning communities planning culture. The following are those goals:

1. Improve academic achievement for all students
2. Create positive and respectful relationships among staff, students, parents and community
3. Develop a systematic process that successfully integrates new students at any time during the school year.
4. Assist students in the development of their individual life plan.

The consensus process provided the opportunity to gather input from a great cross section of stakeholders in the district and learning community. The process was thorough and allowed the planning committee to develop a plan that would best serve students now and in the future.

IV. Implementation Plan

Beaver Dam High School will be reorganized using the following strategies and structures:

Strategies

Daily 30 min. advisory period - In order to develop more personal relationships between students and teachers and to provide time for academic and social support, a daily 30 min. advisory period was created. All students, divided into small groups by class, will meet with their faculty advisor for 30 min. every day. This group of students will have this same advisor throughout their 4 years. Teams of faculty members will develop a scope and sequence of important skills and issues, unique to each grade level, that will be used during advisory time. They will also develop specific curriculum materials, lesson plans and a detailed calendar that all advisors will follow. Advisory time will provide an opportunity to address a wide variety of items, including team and community building, study skills, test preparation, career development, post-secondary planning, personal growth and character education. On the days not needed for specific advisory items, the advisory period will be similar to a study hall, with students using the time to seek out help with homework, attend band lessons, see their guidance counselor or visit the school library. There is also the possibility of offering club meetings during this time.

Changing the current eight period school day to a four period block schedule - Switching to an eight period helps meet several needs as indicated by our needs assessment. It allows students and teachers to develop a more personal relationship. It provides more opportunities for content integration, as well as in-depth and hands-on, authentic learning. It allows students to take more upper level or advanced courses. And it reduces the amount of stress experienced by students and staff.

New Schedule

Period 1	7:25 a.m. – 8:52 a.m. (87 min.)
Passing Time	8:52 a.m. – 9:00 a.m. (8 min.)
Period 2	9:00 a.m. – 10:31 a.m. (87 min. + 4 min)
Passing Time	10:31 a.m. – 10:36 a.m. (5 min.)
Lunch A or	10:36 a.m. – 11:06 a.m. (30 min.)
Advisory A	
Passing Time	11:06 a.m. – 11:11 a.m. (5 min.)
Lunch B or	11:11 a.m. – 11:41 a.m. 30 min.)
Advisory B	

	Passing Time	11:46 a.m. – 11:51 a.m. (5 min.)
Period 3	11:51 a.m. – 1:18 p.m. (87 min.)	
Passing Time	1:18 p.m. – 1:26 p.m. (8 min.)	
Period 4	1:26 p.m. – 2:53 p.m. (87 min.)	

Expanding the current freshman orientation activities - Freshman orientation has historically consisted of a brief (2-3 hr) session where students are introduced to key building personnel, given an overview of school resources and then are given a chance to try their locker combinations and take a tour of the building. Freshman orientation will be expanded to a 3-5 day "camp" structure where students will meet their teachers, familiarize themselves with the building, its personnel and their classes, participate in team building activities and interact with faculty and upperclassmen advisors. Additional freshmen orientation activities will be scheduled during daily advisory time., in addition to Peer Mentoring with upperclassmen (also for 10th grade)

Structures

Freshmen and sophomore houses - Our needs assessment indicated that significant academic and social needs existed in both our freshmen and sophomore students, therefore we've chosen to create houses at the freshman and sophomore levels. Core classes will meet back to back, providing more flexibility for the teachers of those courses who will work as a team to deliver integrated content. Emphasis will be on learning and applying communication, organization and thinking skills that will allow for greater success as juniors and seniors.

As indicated by the implementation timeline, teacher planning and inservice are key to the successful implementation of this plan. All scheduled district inservice time for the year (a minimum of 21 hrs.) will be devoted to implementation issues. In addition, each teacher is required to complete 7.5 hr. of individual staff development per year, choosing from university courses, conferences & workshops outside the district or sessions offered in-district. The district will provide in-district sessions, at no cost to staff, which give staff the knowledge and skills necessary to make the change to block teaching. There will also be a required workshop for all faculty which will help them prepare for their daily advisory role.

This workshop, to be held the summer before implementation, is designed to help teachers become successful leaders of their advisory groups. The workshop will explore ways to build strong relationships with students, talk about effective advisory behaviors, emphasize advisor expectations and responsibilities, and introduce the advisory curriculum every teacher will be expected to use during their advisory period.

This workshop, along with the advisory curriculum, will be planned by teams of teachers, who identified the needs of students at each grade level & created lessons & supporting materials to meet these needs. In addition to the summer workshop, weekly support lunches will be held during the school year for the advisors from each grade level to monitor, evaluate & plan ahead for their advisory periods.

APPENDIX C

Career Preparation Portfolio

PLEASE NOTE:

**THIS IS A VERY SCALED DOWN
VERSION OF THE CAREER
PREPARATION PORTFOLIO DUE TO
THE LENGTHY SIZE OF THE
DOCUMENT. THE SHEETS PROVIDED
ARE MEANT TO PROVIDE THE READER
WITH AN IDEA OF THE
REQUIREMENTS OF THIS PORTFOLIO**

Guidelines for Students

**Career
Preparation
Portfolio
Assessment**

BDHS

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Part 1

Overview

This section provides a profile of the CPA portfolio and the standards it measures.

- Career Preparation Standards (CPS)
- CPS Activities
- How Your CPA Portfolio Fits into Your Future

Career Preparation Standards

Overview

The Career Preparation Standards (CPS) state the knowledge and skills necessary to successfully develop your career. You will need to strengthen these skills to succeed in advanced education, training, and on the job. Because achieving and demonstrating the CPS is critical to completing your CPA portfolio, you need to know the CPS well.

Career Preparation Standard 1 Personal Skills.

Good personal skills are very important in school and in work. Instructors and employers expect you to be responsible, self-disciplined, and able to manage your time and priorities well. This means being on time and meeting deadlines, being free from substance abuse, and maintaining good personal hygiene. Honesty and personal integrity are also expected on any job.

Examples of personal skills include:

- positive attitudes - willingly follow directions, take on tasks and responsibilities
- perseverance - complete a task even when it is difficult
- flexibility and initiative - adapt to change, apply your knowledge

Career Preparation Standard 2

Interpersonal Skills.

Today's classrooms and workplaces require that you be able to work as part of a team. You need to be able to work cooperatively with people of different ages and cultural backgrounds. When working with others it is important to understand how to resolve conflicts, negotiate, share responsibilities, accept supervision, and assume leadership roles.

Examples of interpersonal skills include:

- leadership - assign work and inspire co-workers to complete tasks
- following - accept a decision and help meet a goal
- teamwork - use group planning and goal-setting techniques to solve problems

Career Preparation Standard 3

Thinking and Problem-Solving Skills.

There are many new ways to solve a problem. Good thinking and problem-solving skills will help you contribute solutions on the job. Employers and colleges will expect you to be able to think analytically and creatively, use logical reasoning, and interpret information. You may need to apply skills such as numerical estimation, measurement, calculation, and evaluation to solve problems.

Examples of thinking and problem-solving skills include:

- problem definition - recognize a problem and identify the relevant facts
- organization - identify and gather information needed to solve a problem
- analysis - evaluate and select information, and consider possible solutions to a problem

Career Preparation Standard 4

Communication Skills.

Strong communication skills are very important for school, for most jobs, and will help you in your job search. You must be able to speak, listen, read, and write effectively. When speaking and listening, you need to show that you can: take turns talking, listen and ask appropriate questions, and give and follow instructions. Effective writing means that you can: organize information, clearly present your own ideas, write with your audience in mind, and use correct grammar and spelling.

Examples of communication skills include:

- speaking and listening - speak clearly to convey ideas and listen to others
- writing - write effectively, using good sentence structure and vocabulary
- presentation - present a report and answer questions orally

Career Preparation Standard 5

Occupational Safety Skills.

You need to know how to work safely on the job so you can protect yourself and others from injury. All work environments contain possible safety hazards. You must follow safety rules and be able to operate equipment safely, avoid physical dangers, and properly handle hazardous materials. It is also important to know what to do in case of an emergency, such as a fire or earthquake.

Examples of occupational safety include:

- fire safety - demonstrate general fire safety habits, such as turning off appliances when not in use
- hazardous materials - know the procedure for the disposal of hazardous materials
- equipment - understand and demonstrate the correct and safe operation of equipment

Career Preparation Standard 6

Employment Literacy.

Due to the changing demands of the job market, you need to have a good understanding of career paths and how to find jobs in your chosen field. It is important for you to develop a career plan that describes your goals and plan of action. In order to develop a career plan, you need information about yourself, requirements for education or training, and the job market.

Examples of employment literacy include:

- knowledge of your skills - be aware of personal strengths, weaknesses, interests and abilities, and how they relate to specific career areas
- awareness of the job market - research current trends in the job market, such as jobs that are in high or low demand
- knowledge of career paths - investigate possible careers and entry level positions with potential for growth

Career Preparation Standard 7

Technology Literacy.

Many jobs require computer skills, technical knowledge, and the ability to learn and adapt to new technologies. Employers expect you to be able to use technology to complete tasks and to improve your job performance.

Examples of technology literacy include:

- computer skills - select and use appropriate hardware and software
- audio and video skills - use audio and video equipment to document events effectively
- technical knowledge - solve a problem based on your knowledge of technology

Career Preparation Standards (CPS) Activities

Using standards, or using the CPS, may be new to you. Here are two activities you can do to become more familiar with the CPS.

CPS Activity #1

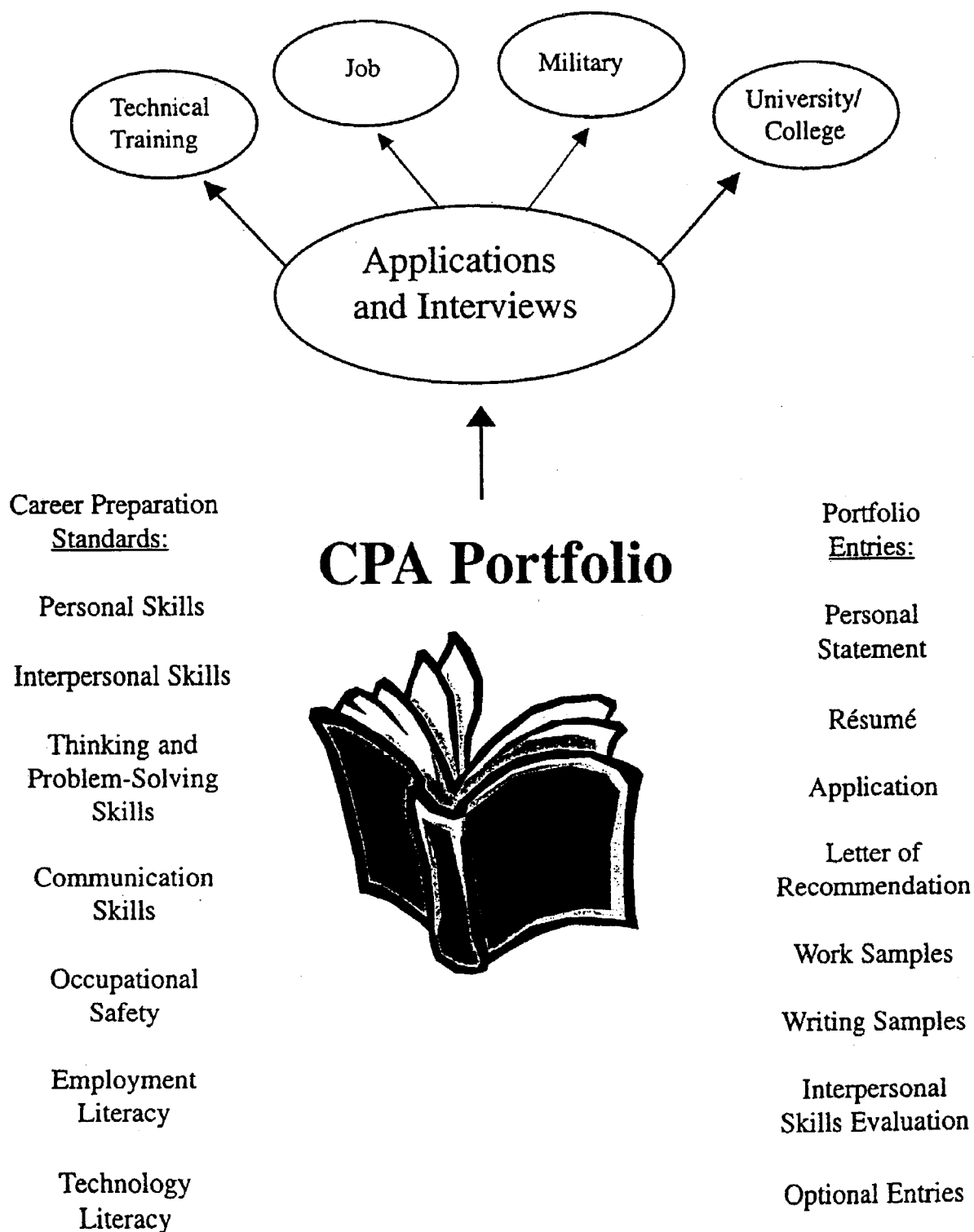
After reading the standards, think about recent experiences at school or at work in which you have used one or more of the CPS. Did you solve a problem in math (thinking and problem-solving skills)? Did you resolve a conflict with a friend or supervisor (interpersonal skills)? Did you learn a new program on the computer (technology literacy)?

1. Describe (in writing) an experience in which you have used one or more CPS.
2. Share that experience with your classmate(s) or your teacher. Explain how the experience relates to the CPS.
3. Reflect on how you could improve your CPS skills.

CPS Activity #2

1. Select a piece of work you recently completed in one of your classes. Examples of appropriate pieces of work include: a set of math problems, a research paper, a technical drawing, a science experiment, or a newsletter.
2. Underline each part that shows evidence of your skill in one of the CPS. Questions like these may help you: Did you analyze a problem (thinking and problem-solving skills)? Did you take responsibility to get needed information (personal skills)? Did you write about a career or a job (employment literacy)? Did you work with others (interpersonal skills)?
3. Explain to your partner or classmates why you think your work demonstrates you have skills in that CPS.

How Your CPA Portfolio Fits Into Your Future



Part 2

Instructions for the Portfolio

This section gives you instructions for each part of the CPS portfolio. Use the Requirements Summary Sheet and the CPS Portfolio Check-off List to monitor your progress. Your completed portfolio will contain the following entries:

- Personal Statement
- Résumé
- Application
- Letter of Recommendation
- Two work samples
- Writing sample
- Interpersonal Skills Evaluation

Requirements Summary Sheet

Use the information below to determine if your portfolio and the entries meet all CPA requirements. Check that each entry meets all of the requirements listed. Incomplete entries must be revised and made complete.

Personal Statement

Due on: _____

- * include all of the following: career and education goals; special experiences and achievements that show your CPS skills
- * no more than two pages
- * free of all spelling, grammatical, and typographical mistakes
- * neat, clear, and well organized
- * typed or word processed

Résumé

Due on: _____

- * complete, containing: contact information, goals or objectives, education, work experience (paid or unpaid), activities
- * one page
- * typed or word processed
- * free of all spelling, grammatical, and typographical mistakes
- * neat, organized, and easy to read

Application

Due on: _____

- * completely filled in with no blank spaces
- * neat and easy to read (typed is the best)
- * free of all spelling, grammatical, and typographical mistakes

Letter of Recommendation

Due on: _____

- * from an adult who knows your CPS skills
- * typed or word processed

Work Samples

#1 Due on: _____ #2 Due on: _____

- * your own work, something you did or created
- * show sufficient evidence of your skills in technology and at least one other CPS
- * include a summary for each

Writing Sample

Due on: _____

- * show analytical reasoning
- * 1 - 3 pages in length
- * free of spelling, grammatical, and typographical mistakes
- * neat, clear, and well organized
- * include a summary

Interpersonal Skills Evaluation

Due on: _____

- * completed by an adult (non-family member) who has observed you demonstrating your interpersonal skills for at least 20 hours

Finishing Your Portfolio, A Final Check

You must make sure that your portfolio is complete and looks professional. To impress college admissions officers and employers, everything in your portfolio should be typed or word processed and arranged neatly. Use these steps to help you finish your portfolio.

1. So you have the required entries you need to complete your portfolio? Check-off each entry on this list.

- ☐ Personal Statement
- ☐ Résumé
- ☐ Application
- ☐ Letter of Recommendation
- ☐ Optional Entries

- ☐ Work Sample #1
- ☐ Work Sample #2
- ☐ Writing Sample
- ☐ Interpersonal Skills Evaluation

List them here: _____

2. Is everything typed (that can be typed) or word processed?
3. If you included any pictures, are they glued firmly onto the page with their captions?
4. Did you add a table of contents and a cover page?
5. Do you feel that this portfolio presents you at your best?

If you can answer YES to all of these questions, you are ready to go!!! Be proud of your work - show it to everyone.

APPENDIX D

Professional Development Activities

Center for Performance Assessment

Data-Driven Decision Making

This full-day seminar is designed for principals, assistant principals, central office curriculum and instruction leaders, superintendents, assistant superintendents, board members, and teachers.

Learning Objectives

Participants will spend a full day examining data and will make leadership and instructional decisions within the framework of a proven and effective process. The six-step data-driven decision making process includes: Treasure Hunt, Needs Analysis, Prioritizing Needs, Setting Goals, Identifying Instructional Strategies, Determining Results Indicators. Each step will take participants deeper into new systems of thinking and applications of data. During the seminar participants must examine their own real data on real students so that the process is presented and understood in context. By the conclusion of the seminar, participants will have learned the process and made concrete improvement decisions about their district or school.

What to bring: Two years of standardized test data, other district student assessment data, classroom or grade-level assessment data, statistical data, and previous year's goals.

ESSENTIAL QUESTIONS

- ξ What is Data-Driven Decision Making?
- ξ How will this process fit into our district or school and improve student achievement?
- ξ What data addresses our most pressing issues and questions related to reading, writing, and mathematics student achievement?
- ξ Are we currently collecting data that does not inform the urgent issues related to student achievement?
- ξ How does the data process help inform not only what students in the system are doing but help pave the way to monitor what the adults in the system are doing?
- ξ What is required of principals in order to make the data process effective in our district or school?
- ξ What are limitations of data?
- ξ How are data teams formed and what is their purpose?

See our other professional development offerings listed here that can help balance your data-driven decision making efforts in the school or district.

Call the Center for Performance Assessment
800-844-6599

for more information about
about Data-Driven Decision Making or other professional development opportunities.



Sample Agenda

Data-Driven Decision Making

One-Day Seminar

This one-day seminar is designed for principals, assistant principals, central office curriculum and instruction leaders, superintendents, assistant superintendents, board members and teachers. It may also be presented over the course of two days permitting a deeper exploration of the process—ideal when time allows. It is also ideal for principals to attend first, then return with teaching staff or representatives who will enhance the implementation of the data-driven decision making process through the data team/data team leaders seminar.

The times listed are recommended, but can be modified to meet the needs of the participants' schedules. Due to increased travel time the presenter may need to leave earlier than 3:30 p.m.

It is the participant's responsibility to supply the following:

- ξ At least two consecutive years of state and district subscale and content cluster test data
- ξ At least two consecutive years of other disaggregated data (i.e., attendance special education, mobility, ESL)
- ξ Copy of current or previous school goals – these are to be submitted to the consultant before the seminar and also brought to the seminar

8:30 am

Welcome and introductions

8:45 am

Objectives, expectations and outcomes

9:00 am

Data-Driven Decision Making steps:

Treasure Hunt – work session

- ξ Finding the right data to address student progress and achievement
- ξ Recognizing data that is non-essential when making instructional decisions
- ξ Data needed but not currently collected to inform about student achievement in reading, writing, and mathematics

9:45 am

Break

10:00 am

Needs analysis – work session

- ξ Trends and patterns represented in the data
- ξ How to examine data longitudinally and cross-sectionally
- ξ Areas/sub-topics continually indicating success or concern



11:00 am

Prioritize needs – work session

- ♦ Lack of abundance of time demands that teachers, principals, and central office administrators operate within the knowledge that all areas of concern cannot be addressed simultaneously
- ♦ Considerations in order to prioritize
- ♦ Seeking gaps in student achievement

11:45 am

Sharing, Reflecting, Burning Questions

12:00 noon

Lunch

1:00 pm

Setting, revising, or reviewing goals – work session

- ♦ SMART goals

1:45 pm

Break

2:00 pm

Identifying Instructional Strategies – Work Session

- ♦ Definition of instructional strategy vs. program strategy
- ♦ Brainstorm
- ♦ Identify those strategies that will have greatest impact on students
- ♦ Selecting 1-3 strategies to monitor

2:45 pm

Determining results indicators – work session

- ♦ How to measure the effectiveness of strategies
- ♦ How to know when to give up a strategy and implement another

3:15 pm

Reflection, sharing, questions, evaluations

3:30 pm

Closure



Workshops by aha! Process, Inc.

Title: A Framework for Understanding Poverty (Day One)

Description: This initial seminar, based on the book *A Framework for Understanding Poverty* by Ruby K. Payne, Ph.D., provides an in-depth study of information and issues that will increase the participants' knowledge and understanding of the poverty culture. Topics include: how economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, discipline interventions that improve behavior, and the eight resources that make a difference in success. Related discussions also include case studies, support systems, the role of language registers, discourse patterns and story structure, and the relationship between eye movement and learning. This seminar is designed for audiences of both elementary-and secondary-level educators with adaptation and application for community, social service and faith community audiences.

Length: One day

Prerequisite: None

[Top] ▲ (Cost is dependent on specific presenter)

Title: Learning Structures (Day Two)

Description: This seminar focuses on the cognitive structures necessary for an individual to learn. This workshop addresses why students may know information one day but not the next or why they raise their hand for help only to be unable to explain what help they need. Participants will discuss why a student can be intelligent, but not academically successful. The role of mediation in developing strong students also is explored. Topics include developing emotional resources and learning structures, building mental models, identifying payoffs for learning, developing question-making, and labeling and sorting strategies that use patterns. This seminar is designed for elementary level educators and core subject secondary level educators.

Length: One day

Prerequisite: A Framework for Understanding Poverty (Day One)

[Top] ▲ (Cost is dependent on specific presenter)

Title: **Train the Trainers: A Framework for Understanding Poverty**

Description: **Become a certified trainer!**

This seminar is designed for individuals who wish to become a certified trainer in order to take the information from Dr. Ruby K. Payne's poverty seminars back to their own organizations. The training includes in-depth work on A Framework for Understanding Poverty (Day One) and Learning Structures (Day Two) seminars. Other topics also include instructional techniques and the power of story - all intended to help trainers prepare the program for their particular organization. In-depth research and training materials are provided.

Length: Four days

Prerequisite: A Framework for Understanding Poverty (Day One) and Learning Structures (Day Two)

[\[Top\]](#) ▲

Center for Performance Assessment



Certification Training: Data-Driven Decision Making

Data-Driven Decision Making is a one-day seminar designed to build the skills of school teams and central office administrators in examining student achievement data, identifying areas of high achievement and needed development, setting SMART goals, and establishing action plans for monitoring progress and meeting goals.

Data Team Leaders is a six-hour seminar that will equip participants to facilitate the regular and systematic collection of data to support continuous Data-Driven Decision Making in the school.

The purpose of this certification training is to build the knowledge and skills of educators who will provide continuous, on-site professional development as an essential part of a long-term, sustainable plan for the school system. Participants will gain a deeper understanding of the seminar content in addition to learning how to support and guide professional development throughout the year in analyzing data, setting goals, and implementing strategies for improved teaching and learning.

You will learn how to:

- Present the content of the Data-Driven Decision Making and Data Teams seminars
- Sustain professional development by providing on-site expertise during implementation at the school and district levels
- Develop facilitation and presentation skills

Who is invited to attend?

The training is designed for professional development coordinators, district and school administrators, and teachers who are responsible for leading school and district staff development programs.

Prerequisite

Participants must have participated in the Data-Driven Decision Making seminar prior to attending this training. Data-Driven Decision Making is offered at our national institutes and on-site in school districts.

When: July 19-21, 2004, 8:30 a.m. - 3:30 p.m. each day

The certification license for using the materials and presenting the seminar is granted for three years only to the certified individual and only for use in the individual's school district.

What is required to become certified?

- Participation in the entire three-day training is required to receive certification
- Demonstration of proficiency at content knowledge and skills
- Signed licensing agreement that
 - a) identifies district/school names in which you will be presenting the professional development seminar, and
 - b) requires purchase of the Data-Driven Decision Making hand-out for every participant in seminars presented by the Center-certified trainer

In order to make this training as relevant as possible to all participants, it is essential that you bring your own district and school assessment data.

Finally, but not least important, the project will provide intensive professional development.

Administrators, teachers, and staff will be required to complete training in implementing and sustaining the Smaller Learning Community. In addition, teachers will receive intensive core curriculum training provided by the local school district, State of Oklahoma Department of Education, as well as through Advanced Placement courses. Also, teachers will participate in externships made possible by collaborators/businesses serving as partners in each "school."

As the result of the aforementioned strategies, Yukon Public Schools will realize a "Wall to Wall" Smaller Learning Community no later than Year III of project operations.

(b) Foundation for Implementation. (15 points).

(1) (3 points) Teachers within each school support the proposed project.

Critical to the planning and development of Yukon's Small Learning Community has been the formation of a vision team comprised of 16 teachers and 6 administrators, 4 high school counselors, the Career Development Specialist, and the athletic director. Members of the team made site visits to two existing Smaller Learning Communities and have attended five training workshops facilitated by technical advisor, GMS Partners, Inc., in order to solidify strategies for the proposed project.

Vision team members represent a cross-section of disciplines: core, electives, Advanced Placement, special needs, and foreign language. Further, both experienced and new teachers are members of the team—members who have participated in ten technical workshops in the past two years. The vision team will continue to meet monthly when the project is awarded. All teachers are directly affected by the paradigm shift from a traditional structure to the "Wall to Wall" Smaller Learning Community. The vision team will serve as their forum to express successes, concerns, and requests for additional training and assistance.

(2) (3 points) Administrators, teachers, and other school staff within each school support project.

Administrators are committed to the Smaller Learning Community concept and will implement a 9th



Certification Training: Making Standards Work

The purpose of this certification training is to build the knowledge and skills of educators who will provide continuous, on-site professional development as an essential part of a long-term, sustainable plan for your school or organization. Participants will gain a deeper understanding of the seminar content in addition to learning how to support and guide professional development in designing and using teacher-created assessments. Successful completion of the Making Standards Work Certification Training will prepare participants to present the following seminars in their districts:

- Unwrapping the Standards, a one-day seminar that includes identifying and "unwrapping" Power Standards, and identifying the Big Ideas and Essential Questions that inform lesson planning and effective performance assessment
- Designing and Developing Performance Assessments, a two-day seminar that gives participants a greater understanding of why performance tasks and scoring guides for assessing student proficiency are so powerful. Participants develop components of the assessment model, and design first drafts of performance tasks and scoring guides.

Participants will learn how to:

- Present the content of the Unwrapping the Standards and Designing and Developing Performance Assessments seminars
- Sustain professional development by providing on-site expertise during implementation at the school and district levels
- Develop facilitation and presentation skills

Making Standards Work Series: Power Standards

Standards have the potential to significantly sharpen and focus curriculum, instruction, and assessment. However, educators and administrators are acutely aware of the fact that most state standards are too voluminous to be effectively taught within the number of instructional days each year. In striving to "cover" everything, educators admit to teaching many of the standards only superficially. Often all standards are considered equal when, in fact, certain standards are more important than others in terms of overall student success. There is uncertainty and inconsistency regarding which standards educators need to emphasize over others. As a result, the use of standards to focus instruction and thus improve student learning is diminished.

Power Standards are *prioritized* standards that are derived from a systematic and balanced approach to distinguishing the standards that are absolutely essential for student success from those that are "nice to know." Power Standards are a subset of the complete list of standards for each grade and for each subject. They represent the "safety net" of standards that each teacher needs to make sure that every student learns prior to leaving the current grade. Students who acquire this "safety net" of knowledge and skills will thus exit one grade better prepared for the next grade.

Once the Power Standards are identified through school and/or district consensus, educators agree to teach these particular standards for depth of student understanding. Curriculum is developed toward that end in each grade level and content area. Meaningful classroom, school, and district assessments are aligned to the Power Standards. These assessments provide the evidence of student attainment of the Power Standards, and students are given multiple opportunities to demonstrate proficiency. The resulting data are systematically collected, examined, reported, and used to improve instruction.

This one-day seminar shows participants how to identify the "Power Standards" by distinguishing the "essential" standards from those that are "nice-to-know," align them vertically K-12, and then develop an action plan for involving all educators in an entire school and/or district.

The Power Standards information can be presented during the one-day "Unwrapping" the Standards seminar if the goal is not to actually identify the Power Standards then but to instead "unwrap" the standards. First an overview of the Power Standards is presented, and then participants spend the balance of the day learning how to "unwrap" standards, determine Big Ideas, and write Essential Questions to focus instruction and assessment. The "Unwrapping" the Standards seminar is combined with Making Standards Work as the first day of a three-day seminar.

Learning Objectives

1. Discover the rationale and a proven process for narrowing the academic content standards to the Power Standards.
2. "Unwrap" these standards and determine the Big Ideas or enduring understandings from them.
3. Write Essential Questions to guide instruction and assessment.
4. Discuss ways to "work smarter, not harder" by involving all educators in the "unwrapping" process.

Benefits

"Unwrapping" the Standards is a powerful practice that K-12 educators can use to effectively impart the academic content standards to their students. Specific benefits participants will gain as a result of attending this seminar include:

- Thorough understanding of the process through explanation combined with illustrative examples of "unwrapped" standards
- Sufficient opportunity during the seminar to deepen personal understanding of the process by practicing and applying the methods
- Personal confidence to share the "unwrapping" process with colleagues not present at the seminar
- Time and opportunities to discuss how to "work smarter, not harder" by involving all educators in the "unwrapping" standards process
- Practical strategies to immediately implement in the K-12 instructional program

Making Standards Work Series: "Unwrapping" the Standards

Teachers, administrators, curriculum coordinators, and others involved in implementing standards in the K-12 classroom need strategies for identifying what skills and knowledge will help ensure high achievement levels for students in the classroom. This one-day seminar shows participants how to narrow academic content standards to the "Power Standards" by distinguishing the "essential" standards from those that are "nice-to-know" at each grade level. The Power Standards are then "unwrapped" to determine the critical concepts and skills contained within them. The identification of Power Standards is often the first step school systems take in effectively implementing standards. Once this is accomplished, attention turns to aligning the Power Standards with curriculum, instruction, and assessment. One of the most powerful practices for imparting the Power Standards to students is called "unwrapping" the standards. These unwrapped concepts and skills are represented on a graphic organizer and then used to plan lessons, focus instruction, and drive assessment. The great news is that the unwrapping standards process works in all grades and in all content areas!

Educators next identify the "Big Ideas," or lasting understandings, from the unwrapped concepts and skills that they want students to discover on their own and remember long after instruction ends. With these Big Ideas clearly in mind, they then formulate "Essential Questions" to share with students at the inception of an instructional unit. These questions guide educators in the selection of lessons and activities they will use to advance student understanding of the unwrapped concepts and skills. The goal is for students to be able to answer the Essential Questions with the Big Ideas *stated in their own words* by the conclusion of an instructional unit.

Learning Objectives

1. Discover the rationale and a proven process for narrowing the academic content standards to the Power Standards.
2. Unwrap these standards and determine Big Ideas or enduring understandings from them.
3. Write these Big Ideas as Essential Questions to guide instruction and assessment.

Benefits

"Unwrapping" the Standards is a powerful practice that K-12 educators can use to effectively impart the academic content standards to their students. Specific benefits participants will gain as a result of attending this seminar include:

- Thorough understanding of the process through explanation combined with illustrative examples of unwrapped standards
- Sufficient opportunity during the seminar to deepen personal understanding of the process by practicing and applying the methods
- Personal confidence to share the unwrapping process with colleagues not present at the seminar
- Time and opportunities to discuss how to "work smarter, not harder" by involving all educators in the standards-unwrapping process
- Practical strategies to immediately implement in the K-12 instructional program

Sample Agenda

"Unwrapping" the Standards

One-Day Seminar

This one-day seminar for 40 to 60 participants shows how to narrow academic content standards to the "Power Standards" by distinguishing the "essential" standards from those that are "nice-to-know" at each grade level. The Power Standards are then "unwrapped" to determine the critical concepts and skills contained within them. It is highly collaborative and active, requiring grouping and regrouping of participants for the maximum learning benefit.

The times listed are recommended, but can be modified to meet the needs of the participants' schedules. Due to increased travel time the presenter may need to leave earlier than 3:30 p.m. We will notify you if such an adjustment is needed as soon as it becomes known.

It is the participant's responsibility to supply the following:

- *Making Standards Work* hand-out booklet
- State and/or district academic content standards for each grade and subject (according to participants)
- State test information that includes tested concepts, skills, and frequency of items
- District standards-test-assessment alignment documents

8:30 am

Introduction

- Definitions of standards-based terms
- Power Standards and how to identify them
- "Unwrapping" Power Standards to identify critical content and skills

12:00 noon

Lunch break

1:00 pm

"Unwrapping" the Standards

- Finding the "Big Ideas" contained within the unwrapped standards
- Writing "Essential Questions" to reflect the Big Ideas
- How Essential Questions drive instruction and assessment

3:30 pm

Closing



Making Differentiated Instruction Work

This full-day seminar is designed for classroom teachers and for professional development and content area specialists. The focus of this session is on aspects of effective classroom instruction with a closer examination and definition of differentiated instruction. Teachers will first learn what differentiated instruction is and then determine ways to understand the approach. Collaborative discussions will take place within a situational problem-solving frame whereby teachers will determine the best approach to classroom situations with one goal in mind: increasing student achievement.

Learning Objectives

During this interactive seminar, participants will:

- ξ Clearly define Differentiated Instruction
- ξ Learn how assessment is the cornerstone of the process
- ξ Understand the rationale for implementing differentiated instruction
- ξ Discuss the needs of struggling and advanced learners
- ξ Clarify the role of the teacher
- ξ Understand lesson plan considerations
- ξ Learn how to differentiate content, process, and products

ESSENTIAL QUESTIONS

- ξ What is differentiated instruction?
- ξ Why should teachers consider differentiating instruction?
- ξ What are considerations of struggling learners?
- ξ What are considerations of advanced learners?
- ξ How does a differentiated classroom look compared to a non-differentiated instruction classroom?
- ξ How is a teacher to grade if students complete different products?
- ξ What is the best systematic approach to engage in meaningful collaboration related to differentiated instruction?

Call the Center for Performance Assessment
800-844-6599

for more information about
Making Differentiated Instruction Work or any of our offerings in Professional Development.



Center for Performance Assessment

Making Standards Work Series: Designing and Developing Performance Assessments

Teachers need the tools to inspire student learning that results in improved achievement. Standards-based performance assessment is an effective means to improve student performance in the classroom and on high stakes standardized tests. This two-day seminar shows teachers, administrators, curriculum coordinators, and anyone involved in implementing standards in the K-12 classroom how to design performance assessments and scoring guides. Participants will learn why performance tasks with accompanying rubrics for assessing student proficiency are so powerful. Participants will see the compelling research that links writing across the curriculum with higher standardized test scores. In addition to designing a standards-based performance assessment ready for use in the classroom, participants will receive practical tools for effective standards implementation. This seminar is most effective when preceded by "Unwrapping" the Standards.

Learning Objectives

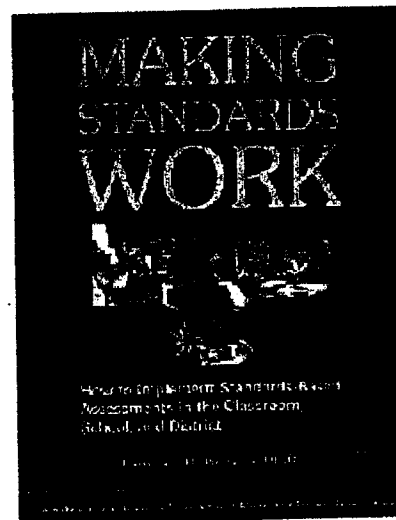
1. Learn how to narrow the academic content standards to the "Power Standards" and then design performance assessments to enhance student understanding of the standards.
2. Develop the components of the assessment model, including interdisciplinary standards, engaging scenarios, performance tasks, and task-specific rubrics or scoring guides.
3. Create the first draft of a standards-based performance assessment that includes all components of the model.

Benefits

Strategies for aligning instruction and assessment to standards

Using standards-based performance assessments is important to student achievement and can be supported by other effective classroom practices. See our other professional development offerings that can complement your efforts.

Call the Center for Performance Assessment
800-844-6599
for more information about
Making Standards Work or other professional
development opportunities.



Leads you through the steps of creating and using
performance assessments to determine your students'
achievement throughout the school year

Sample Agenda

Designing and Developing Performance Assessments

Two-Day Seminar

This is a two-day seminar for a maximum of sixty participants. This seminar is a school-based seminar for the instructional team of teachers and administrators at a school site. Each school in the district should have this training.

The times listed are recommended, but can be modified to meet the needs of the participants' schedules. Due to increased travel time the presenter may need to leave earlier than 3:30 p.m.

It is the participant's responsibility to supply the following:

- ♦ State and/or district academic content standards for each grade and subject (according to participants)
- ♦ State test information that includes tested concepts, skills, and frequency of items

Day One: Designing Standards-based Performance Assessments

8:30 am

- ♦ Definitions of standards-based terms
- ♦ Why performance assessments are so powerful
- ♦ Research linking performance assessment and higher test scores
- ♦ The Performance Assessment model components:
 - Standards in one content area
 - Interdisciplinary connections
 - Engaging scenario to motivate students
 - Performance tasks
 - Rubrics to assess the tasks
- ♦ Tools to help design performance assessments
- ♦ Plan and write each performance assessment task

Day Two: Designing Scoring Guides

8:30 am

- ♦ "Clapping" session to introduce need for rubrics
- ♦ Examples of rubric types and how to write them
- ♦ Write rubrics to assess each performance task
- ♦ Finish first draft performance assessment with all components
- ♦ Share performance assessment
- ♦ Address practical implementation issues



SMALL SCHOOLS PLANNING INSTITUTE SARASOTA, FLORIDA

Example Agenda from January 20-22, 2004 Institute

Speakers, Workshops, Planning and Design of SLCs, Consult with the experts, Parents & Communities in Action, Leadership, Best practices

This is a great opportunity to shake off the winter cold and come down to Sarasota to plan your new small schools and smaller learning communities. Last year, more than 300 teachers, parents, students and school leaders attended. In January, we will have the capacity for about 400. Schools can send members of their planning teams. Interested teachers, parents and community members will also find a host of great workshops, speakers and other engaging activities.

- ♦ Making small schools work for effective teaching/learning
- ♦ Looking at student work
- ♦ Learning with a focus
- ♦ Creating safer learning environments
- ♦ Engaging parents and community partners
- ♦ Meeting the needs of special-education students
- ♦ Integrating curriculum
- ♦ Dealing with No Child Left Behind mandates
- ♦ Attracting and keeping good teachers
- ♦ Critical Friends & Teacher Talk training
- ♦ Site visits to local small learning communities

**For more information: contact Leila at the Small Schools Workshop
(312) 413-8066.**

Small Schools Workshop
Phone: (312) 413-8066
Fax: (312) 413-5847
email: ssw@uic.edu
URL: www.smallschools.com

SUMMER LITERACY INSTITUTE TRAINING TOPICS

- ✓ *Reading Strategies for the Content Areas* (Association for Supervision and Curriculum Development - Sue Beers, Curriculum Director and Lou Howell, Director of Instructional Services)(12 hours)
- ✓ *Developing Writing and Thinking Skills Across the Curriculum* (Mark Dressel, Collins Education Associate) (12 hrs.)
- ✓ *Six Trait Writing* (Kielt Takkunnen, Director - Northwest Regional Educational Laboratory) (6hrs.)
- ✓ *SOAR to Success: Strategies for Building Reading Comprehension* (Stephanie Moore, Teacher) (6 hrs.)
- ✓ *Meeting the Literacy Needs of English Language Learners* (Kimberly Meyer (ELL) Teacher) (6 hrs.)
- ✓ *Using PowerPoint as a Writing Platform* (Jeff Duchac, Teacher) (6 hrs.)
- ✓ *Using Inspiration to Organize Writing* (Nancy Cook, Teacher) (6 hrs.)
- ✓ *Supporting Reading Using Kurzweil Technology* (Ken Steffan, Teacher) (6 hrs.)
- ✓ *Teaching Research Skills using the Big 6 Inquiry Model* (Kathy Wickmann and Jane Bailey, Librarians) (6 hrs.)
- ✓ *Reading Investigations and STAR Assignments* (Sharon Bliefernicht GT Coordinator) (6 hrs.)
- ✓ *Reading Workshop Matters: Helping Students Become Better Readers* (Jessica Morrison and Debbie Kinder, Teachers) (6 hrs.)
- ✓ *Revolutionizing Reading: Simple Strategies that Work* (Darla Brink and Paul Hase, Teachers) (6 hrs.)

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- Tribes TLC Basic Course
- Tribes TLC Middle School Course
- Tribes TLC Advanced Course
- Tribes TLC Graduate Course
- Training of District Trainers



["Why I want to be a Tribes trainer"](#)

Professional Development

Tribes is a community building process—one that should be experienced. You can make the Tribes process come alive for your district or school by scheduling professional development for your teachers and administration.

CenterSource Systems, LLC has an international network of licensed trainers. The following professional development opportunities are available for your school district.

- * [Overview and Demonstration Teaching](#)
- * [Tribes TLC® Basic Course](#)
- * [Tribes TLC® Middle School Course](#)
- * [Tribes TLC® Advanced Course](#)
- * [Tribes TLC® Graduate Course](#)
- * [Training of District Trainers](#)



[Training Dates](#)



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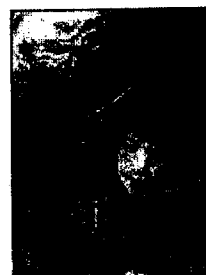
About Tribes

Thousands of schools throughout the United States and Canada have become Tribes Learning Communities, safe and caring environments in which kids can do well! After years of "fix-it" programs focused on reducing student violence, conflict, drug and alcohol use, absenteeism, poor achievement, etc., educators and parents now agree, creating a positive school or classroom environment is the most effective way to improve behavior and learning. The Tribes TLC® process is the way to do it.

Students achieve because they:


- ✦ feel included and appreciated by peers and teachers
- ✦ are respected for their different abilities, cultures, gender, interests and dreams
- ✦ are actively involved in their own learning
- ✦ have positive expectations from others that they will succeed.

The clear purpose of the Tribes process is to assure the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world.



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Tribes, How it Works

Tribes is a step-by-step process to achieve specific learning goals. Four agreements are honored:

- * attentive listening
- * appreciation/no put downs
- * mutual respect, and
- * the right to pass.



Students learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to:

- * help each other work on tasks
- * set goals and solve problems
- * monitor and assess progress
- * celebrate achievements.




The learning of academic material and self-responsible behavior is assured because teachers utilize methods based upon brain-compatible learning, multiple intelligences, cooperative learning and social development research. The teachers and administrators in a Tribes school or district also work together in supportive groups. They too enjoy the participatory democratic process and creative collegiality.



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Reaching All Students

Tribes Learning Communities

Education cannot change in any fundamental way unless we change our basic patterns of thinking and interacting so that learning can become a way of life.¹

Teachers, parents, administrators, district resource and community people are coming together throughout hundreds of school communities to learn how to revitalize their schools with a process known as "Tribes." Along with a wide range of educators they realize that improving education ultimately means:

- Making the emotional, physical and intellectual growth of each and every student the primary focus of all planning and action
- Altering the deep rooted negative patterns of interaction within the school system


Whether a classroom, school, district or other organization, collaboration is difficult unless the learning community uses:

- A community building process
- A common set of collaborative skills
- Small groups for inclusion and wide participation

Without these, the supportive components for change (caring, inclusion, individual recognition and participation) cannot happen. Peter Senge, author of *The Learning Organization Made Plain*, asserts that "virtually all important decisions occur in groups. The learning units of organizations are teams, groups of people who need one another to act."² Moreover, without a process, the use of collaborative skills and peer group structures, the overall school community will have difficulty achieving common goals on behalf of students. The whole school community needs to: (1) gain knowledge on how to reach and teach the diversity of today's students; and (2) learn how to build a positive environment that gives all students inclusion, a sense of being valued, meaningful participation and experiences of success.

Professional Development for Teachers Leads the Way


"There is an emerging consensus across the nation that high-quality professional development is essential to successful education reform. Professional development is the bridge between where educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning."³



Given that we want to bring about systemic change, the first step is to have the teachers within your school trained in the Tribes TLC® cooperative learning process. During the training they become members of small "learning communities" ...grade level planning groups that can continue to support each other in integrating academics into the Tribes process. Training teachers to facilitate cooperative learning is the most effective way to improve academic learning, lessen behavioral problems, and revitalize the school.

More than 1,000 studies on the benefits of cooperative learning support the use of small group methods. Reports from schools using Tribes show at least 75% reduction in behavior problems, dramatic decline in school violence, and increases in academic achievement within inner city schools. Tribes has been studied by the Research Triangle Institute under a U.S. Department of





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Results Reported by Tribes Schools:

- ✱ Spring Branch ISD, Texas: In the spring of 1999, 55 classroom teachers and their students participated in a Tribes evaluation survey. Among the results found in their study were the following:
 - Teachers who have implemented Tribes indicated that they spent less time managing student behavior.
 - Students in Tribes classes reported that they got along better with others.
 - Mutual respect was evidenced through behaviors in Tribes classrooms.
 - Teachers indicated that they had more time for creative teaching, and students saw new learning as "fun".
 - Group behaviors changed even at bus stops as students began accepting more responsibility for their behavior.
- ✱ Region VII ESC in Kilgore Texas found that discipline referrals reduced in some cases over 50%.
- ✱ The School District of Beloit, Wisconsin having completed two years of a three-year longitudinal study on Tribes found that thorough and consistent classroom implementation of the Tribes process and higher CTBS reading scores were significantly associated with higher performance on WRCT for this sample.
- ✱ In a recent study of discipline referrals made by teachers in an Oklahoma Middle School 73% of the referrals (disruptive behavior, fighting, refusal to work) were made by teachers not yet trained in Tribes. An equal number of Tribes trained teachers made 27% of referrals during the same period of time. ([click here for detailed report](#))
- ✱ Suspensions in a large Waterloo, Iowa elementary school decreased 21% in one year. Suspensions for special education students decreased 82%. All teachers in the school had been trained in the process of Tribes.
- ✱ The State of Hawaii study of 17 Elementary Schools using the process of Tribes found that mutual respect was the common denominator for all students and faculty.
- ✱ Tribes has been selected as a Promising Practice in the President's Initiative on Race.

To learn how your school can also excel as a Tribes Learning Community, phone: (707) 838-1061



The Research-Based Components of Tribes TLC®

Tribes Learning Communities

by Jeanne Gibbs

Origin and Design Stages

The process, known simply as "Tribes," and more specifically as "Tribes Learning Communities," was developed by Jeanne Gibbs at a time when concerned educators in eighteen school districts of Contra Costa County, California, were seeking ways ...

- ξ to prevent substance use and abuse, and other behavioral problems
- ξ to demonstrate improvement in academic test scores, and
- ξ to stem the tide of teachers leaving the profession.

The time was the late 1970's. The issues still are prevalent today.

Now, however, these issues along with a complex of others are recognized as a need for whole school reform.

NOTE: The learning process of Tribes has evolved through two stages of design that have led to the current Tribes Learning Community – whole school model.

Initial Design: Substance Abuse Prevention

The goal of the first design was to prevent substance use and abuse. The twofold strategy was:

- ξ to develop inclusion, a sense of value and community for all students in every classroom, thereby to overcome the risk of isolation and acting-out behavior; and
- ξ to have well-trained teachers use small groups to teach the content of drug education curriculum in an active learning way.

Secondary students as "Youth Educators" and parent volunteers as "Parent Educators" also were trained in the group learning process to facilitate drug education curriculum in elementary schools, intermediate and high schools. During the 1980's more than 3000 parent volunteers were active in San Francisco Bay Area schools. For more than ten years the teacher, student and parent models were used in hundreds of schools and youth centers throughout the United States. The professional development was coordinated by the non-profit corporation, the Center for Human Development, which Jeanne Gibbs had founded and managed.

Outcomes: Schools reported...

- ξ significant decreases in student behavior problems
- ξ increases in student self-esteem and self-responsibility
- ξ improvements in school climate.

Un-anticipated outcomes:

- ξ Teachers realized that they could also teach core academic content in small groups – thereby reaching and involving all of the students in a classroom.
- ξ Individual teachers and whole schools began to request training in cooperative group learning.

Second Design: Tribes Cooperative Learning

Comprehensive studies on cooperative group learning, social development and group process were synthesized for the cooperative learning model. The approach trained teachers to build long-term small membership groups (tribes) for peer support and responsibility; to teach students essential democratic group skills; and to integrate academic concepts into cooperative learning strategies. A positive culture was built and sustained in classrooms by having students learn, practice and remind each other to honor the four Tribes Agreements....

- ξ Attentive Listening
- ξ Appreciation/No Put Downs
- ξ The Right to Pass
- ξ Mutual Respect

Training courses emphasized transferring responsibility from teacher to student groups to support each others' learning, to problem-solve issues and manage their work together. The book *Tribes, A Process for Social Development and Cooperative Learning*, was published in 1987.

Outcomes:

- ξ significant decreases in student behavior problems (average: 75% decrease in 3 months)
- ξ increase in teacher collegiality and parent involvement
- ξ improvement in teacher-student relationships
- ξ increase in students' liking of school and motivation (for academic learning).

Un-anticipated outcomes:

- ξ Teachers reported they did not spend as much time managing their classrooms, and that they had more time to teach subject matter.
- ξ More special education students could be mainstreamed into regular classrooms. Teachers of separate special ed classrooms began to report indicators of positive social and emotional development in their students.
- ξ Schools that had all teachers trained together and that set aside time for teacher learning and planning groups better sustained the learning process. Teacher collegiality increased.
- ξ The Tribes Cooperative Learning approach began to be marketed teacher-to-teacher, principal-to-principal and parent-to-parent across the country.

Current Model: Tribes Learning Community

Ever-growing inquiries and training requests from schools throughout the United States and Canada led to the development of CenterSource Systems, LLC. in 1995. The task of the new organization was: (1) to develop a research-based whole school model, and (2) to create a capacity-building training system – based on the long-standing philosophy and process of Tribes.

Philosophy and Goal

We believe that:

- ξ The goal of education is to develop greatness in young human beings, active constructive citizens who are valuable contributors to society. To educate is to call forth all aspects of a student's human development – intellectual, social, emotional, physical and spiritual.
- ξ Intellectual, social and emotional learning is an interdependent growth process. It is influenced daily by the quality of the systems in a student's life.
- ξ Schools of excellence are student-centered. They have caring cultures, supportive structures and pedagogy that respond and support the stages of development and the diversity of students' learning needs.
- ξ School reform depends upon the whole system working together as a learning community – a school community committed to continual reflective practice towards improvement and educational excellence.

The philosophy and concepts above are the foundation of the dual mission and goal statement of Tribes Learning Community schools:

The **Mission of Tribes** is to assure the healthy development of every child so that each has the knowledge, competency and resilience to be successful in today's rapidly changing world.

The **Goal** is to engage all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.

The Design of the Whole School Model

The design moves the four philosophy beliefs forward into a clear action plan framework for school reform. The four-fold philosophy and four-step framework is grounded in a synthesis of a wide-range of literature and research on human development, child and adolescent development, elements of ideal cultures for learning, resilience, cognitive theory, brain compatible learning, multiple intelligences, cooperative group learning, project learning/constructivism, multicultural/gender equity, democratic group process, school climate, classroom management, reflective practice, system change, professional development and authentic assessment... approximately 16 research-based components for effective pedagogy and school reform.

The Developmental Process of Tribes

The purpose of the following graphic is to illustrate the research-based framework for the school renewal process. Brief discussions on the four strategies and the literature on which they are based follow.

1. Student Learning and Development – Re-Focusing

Although the goal of the majority of schools today is to have higher student achievement on standardized tests, the promise of that happening depends upon the school community as a system: (1) becoming student-centered (Comer, Meier, Darling-Hammond), and (2) learning how to reach and teach the diversity of students (Dewey, Johnson, Wheelock, Goodlad, Gay). The primary focus of the Tribes school is not computer literacy, not a reading program or preparation for year-end tests – although all may be addressed and sequenced into the school's action plan. The focus is on the students. All policy, structures, decisions, curriculum and pedagogy depend upon the response to one question: "How and to what extent will 'this' support the learning and developmental needs of these students?" Even to begin to know how to respond to the on-going question, the Tribes school staff becomes an on-going collaborative "learning community." They up-date their knowledge and perspectives on children's development, resiliency, cognitive learning and multiple intelligences. Rather than teachers taking courses on their own, the whole staff learns together to better identify and respond effectively to the diversity of students' cultures and needs, and to use multiple ways to accelerate the inseparable interdependent triad: academic, social and emotional learning.

2. A Caring Culture – Re-Culturing

Given that the focus of a Tribes school is student-centered, the next question becomes, "How do we create an ideal culture for learning?" Comprehensive studies (Werner, Bruner, Meier, Fullan, Gay) verify that the culture must be safe and caring. The culture in Tribes school communities is based on the three well-proven principles that foster human resilience: caring relationships, positive expectations and beliefs, and opportunities for participation and contribution (Benard). Its components are those of an ideal learning culture. Namely, it is participative, proactive, collaborative, communal and given over to constructive meaning (Bruner, Fosnot). The safe and caring culture is created and sustained by the students, teachers and the whole school community through daily use of the four previously mentioned Tribes Agreements:

- ξ Attentive Listening
- ξ Appreciation/No Put Downs
- ξ The Right to Pass
- ξ Mutual Respect

The responsibility to honor and to monitor the agreements is transferred from the teacher to the tribes. Signs are posted throughout the school community, student groups and school meetings begin with reminders of "how we want to be while we work together." The agreements and the step-by-step community building process of Tribes assure that every student has inclusion (belonging to a small peer group), a sense of identity and value, and a community of supportive peers and adults.

3. The Community of Learners – Re-Structuring

The culture is activated and sustained throughout the many small learning groups in which the students, teachers, administrators, support staff and parents are involved. Many teacher teams are involved in planning active learning curriculum, decision-making, problem-solving and authentic assessment. A leadership team – composed of the principal, core teachers and the school or district's Certified Tribes TLC on-site or district trainers – coordinate overall action planning, implementation and assessment. They too are an inquiry group, raising questions and learning together. The same inquiry group process moves throughout teacher and parent groups. Training opportunities, courses and events are identified to the leadership team. As much as possible, just as with student tribes, integration and alignment of curriculum, problem-solving and decision-making is transferred to faculty and parent groups. District resource coordinators and the Certified Tribes Trainers participate and facilitate as needed. As learning areas are identified, the core leadership team is informed. Additional courses and special training is arranged by the school or district Certified Tribes TLC trainer (See Application, Part C: Training and Implementation). The democratic community-building approach based on the caring culture fosters collegiality, school spirit and achievement.

4. Responsive Education – Active Learning

"Responsive Education" is an essential pedagogy for academic achievement and school reform. It is the synthesis of artful teaching practices. It is based on understanding the critical developmental needs of a student age and cultural group. Its sole purpose is to enable more students to acquire knowledge in a lasting and meaningful way. Crafting a caring culture and trusting small active learning communities throughout a school gives all students the opportunity to excel (Johnson).

The CenterSource Systems professional development courses and training prepare teachers to be responsive to how the students of the school best can learn and grow socially, emotionally, spiritually (inner development) and intellectually... depending upon their respective stages of development, ways of learning and culture. Teachers teach core academic content through well-proven active learning strategies (cooperative learning strategies, project learning, group inquiry, research, composition projects, debates, team performance and peer assessment.) Tribes materials provide teachers with approximately 175 group strategies (or structures). Reflection on what was learned and how it was learned is an on-going practice after every group learning experience. Cognitive research validates that this maximizes the recall of information and concepts (Caine, Johnson, Jensen). Tribes Learning Community teachers use traditional direct instruction as well as active learning. However, once they recognize and experience the positive results of cooperative learning (validated by more than 1000 studies), the majority use classroom tribes as much as possible.

A set of twelve group skills are learned so that students can work well together. Separate time is not needed to teach the skills. They are demonstrated and woven into curriculum learning tasks one or two at a time as "social learning objectives" that students assess along with assessing the "content learning objective." The responsibility to achieve both the content and social learning objectives is transferred by the teacher to the classroom tribes at the beginning of the academic task. The partnership role of students and teacher working consistently together institutionalizes the culture and "responsive education" pedagogy. The collaborative school community moves toward significant school reform and educational excellence.

APPENDIX E

Vitae of Key Personnel

Project Director

(b)(6)

(b)(6)

Work: 920-885-7520 Ext. 178

Fax: 920-885-7317

e-mail: marckr@beaverdam.k12.wi.us

Roberta Marck

Objective

INFORMATION: PROJECT PLANNING TASK FORCE

Experience

1985 - ~~2002~~

Present

High School Social Studies Teacher

Beaver Dam High School Beaver Dam, WI.

- Gymnastics Coach 1985-1988
- Peer Coaching
- Scholarship Committee
- Scholarship Foundation
- Co-Founder of Beaver Lodge 1997-2001
- Leadership Assessment Team
- Friends of Scheduling
- *Project Co-Director Smaller Learning Communities Grant Program (2002-04)*

Education

1982

Graduated with Honors from UW-Madison

License

Broadfield Social Studies
History
Economics

Methods of Instruction Committee Chair

Patrick J. Lutz

(b)(6)

Professional Objective

A teaching position in Technology Education/Industrial Arts at the middle school or high school level.

Experience

Beaver Dam High School - Beaver Dam, Wisconsin, 1989 to present.

Teaching/Coordination

- Graphic Communications - Printing, Desktop Publishing
- Principles of Technology - Applied Physics
- Wood Processing
- Technology Education for at-risk students
- Occupational Building Trades
- District Vocational Coordinator
- School-To-Work Coordinator
- Career Center Coordinator

Poynette Middle School - Poynette, Wisconsin, 1980 - 1989

Teaching

- Grades 6-8, Introduction to Communications, Construction, Manufacturing and Transportation.
- Emphasis on the development of technology and related systems.

Education

University of Wisconsin-Stout

Masters of Science, Curriculum Development in Industrial Education, 1986

University of Wisconsin-Stout

Bachelor of Science, Industrial Education, 1979

Menomonie, Wisconsin

Menomonie, Wisconsin

Professional Involvement

State Past-President of the Wisconsin Technology Education Association

Member of the State Superintendent's Council on Technology Education

Member of Board of Directors of the Wisconsin Technology Education Association

Licensure

Licenses from the State of Wisconsin, Department of Public Instruction

General Technology Education, Occupational Building Trades, Vocational Coordinator

New York Certification, Technology Education

New York City Certification

Student Advisory Committee Chair

(b)(6)

Home: (b)(6)

Work: 920-885-7348

Fax 920-885-7317

e-mail:

rasmussens@beaverdam.k12.wi.us

Sue Rasmussen

Objective

INFORMATION: PROJECT PLANNING TASK FORCE

Experience

1989-2002

Guidance Counselor 9-12

Present

Beaver Dam High School Beaver Dam, WI.

- Provided academic, personal, social, college and career counseling services to students, parents and faculty.
- Assisted in the design, planning and implementation of programs for the Beaver Dam High School Career Center.
- Planned and delivered numerous informational workshops re: transitioning to high school, working with adolescents, study skill development, college selection and transition, financial aid etc.
- Helped to develop and implement the Beaver Dam Unified School District's Youth Apprenticeship program.
- Presented a workshop on "School to Work" issues to the Wisconsin Manufacturers and Commerce Association.
- Has participated in various committees at the building and district level.

1977-1989

Guidance Counselor 7-9

Beaver Dam Junior High School Beaver Dam, WI

1975-1977

Supervisor: Student Interns in Education

UW-Madison

Madison, WI

Education

1980-2001

40 Graduate Credits-Variou Colleges and Universities

1980

M.S. Counseling and Guidance

UW-Madison Madison, WI

1967-1971

B.A. Secondary Education: Major English Minor: History

UW-Eau Claire Eau Claire, WI

Licenses

Wis. Dept. Public Instruction: School Counselor K-12

State of Wisconsin- Dept. Reg. and Licensing : Professional Counselor

House Committee Chair

STEPHEN VESSEY

(b)(6)

"I am pleased to learn of your presence both in the lives of Wisconsin youth and in the community. You deserve this prestigious recognition [NBTC] for your dedication to teaching and outstanding academic background.."

—Tommy Thompson, Past Governor

POSITION

Assistant Principal of Beaver Dam High School.

QUALIFICATIONS

I am a motivated educational leader who is looking for a way to touch the lives of more students that I can in the classroom.

I have risen to the top of my profession in seven years by attaining Wisconsin Master Teacher status and National Board Certification.

I have held numerous leadership roles in the Beaver Dam School District. These include Social Studies Department Chairperson and Consensus Bargaining Co-Chairperson.

LEADERSHIP EXPERIENCE

- ◆ consensus bargaining team, sub-committee co-chairperson
- ◆ social studies department chairperson
- ◆ lead implementation of North Central Accreditation writing goals in social studies Department
- ◆ co-developed district wide differentiated staff development program
- ◆ co-wrote high school code of conduct
- ◆ developed, wrote, implemented Psychology curriculum
- ◆ member Beaver Dam Education Association Representative Assembly
- ◆ student teacher supervisor
- ◆ new teacher mentor
- ◆ student council advisor
- ◆ head coach of four time qualifying mock trial team
- ◆ program director at 3rd largest sports camp in Massachusetts
- ◆ aligned Early United States History Curriculum with state standards

EDUCATION

UNIVERSITY OF WISCONSIN-OSHKOSH

B.S.-Broad Field Social Studies/state certified History, Geography, Psychology, 1996

- ◆ Kappa Delta Pi: Honor Society

LICENSES & CERTIFICATES

- ◆ Wisconsin Master Teacher, 2001
- ◆ National Board Certified, 2000

Instructional Leadership and Supervision Experience

- ✓ First Nationally Certified high school social studies teacher in the state of Wisconsin (Dec. 2000)
- ✓ First and only Wisconsin Master Teacher in the Beaver Dam High School (Dec. 2001)
- ✓ Certified Wisconsin student teacher supervisor (May 2002)
- ✓ Beaver Dam Unified School District teacher mentor
 - ◆ mentor training (1998, 2000, 2002)
 - ◆ three time Beaver Dam High School new teacher mentor
- ✓ Supervisor for Junior practicum-University education students
 - ◆ University Wisconsin-Oshkosh (Spring 1999)
 - ◆ Marinatha College (Spring 1998)
- ✓ Co-Chairmen of committee that wrote the differentiated staff development plan for the Beaver Dam Unified School District (1999-2000)
- ✓ Wrote and presented workshops on how to achieve National Board Certification (2000-2002)
- ✓ Developed and implemented written support materials for National Board Certification (Professional Development Academy-WEAC)

Leadership in Curriculum Planning and Academic Standards

- ✓ Wrote, implemented and aligned (with the Wisconsin Model Academic Standards for Social Studies) the curriculum for Beaver Dam High School's college bound Psychology class (1998)
- ✓ Co-wrote benchmarks and aligned (with the Wisconsin Model Academic Standards for Social Studies) the curriculum for Beaver Dam High School's United States History I course (1999-2003)
- ✓ Wrote benchmarks and aligned (with the Wisconsin Model Academic Standards for Social Studies) the curriculum for Beaver Dam High School's Reason and Revolution history class (1999)
- ✓ Wrote and lead the implementation of Beaver Dam High School Social Studies Department's North Central Accreditation writing goal (2000-2003)
- ✓ Wrote and lead the implementation of Beaver Dam High School Social Studies Department Academic Standards (2002-2003)

- ✓ Co-wrote Beaver Dam High School Social Studies Department's Wisconsin Knowledge and Concepts pretest (2001)

Leadership in Student Discipline

- ✓ Co-chaired and co-wrote Beaver Dam School District's Code of Conduct (2000)
- ✓ At-risk student mentor (1997-1999)

I have attained an excellent record and reputation dealing with student discipline through out my teaching career. This success is rooted in my belief that educators must develop positive, respectful relationships with students and their parents; who must be entrenched in their children's education experience. I believe students must be held accountable for their actions, while at the same time they need help developing coping mechanisms that will limit behavior that is getting in the way of their education. I strive to be a teacher in everything I do-this is a critical part of successful discipline. I always strive to help students identify the cause of their problems, not just treat symptoms.

Additional Educational Leadership Experience

- ✓ Social Studies Department Chairperson (2000-present)
- ✓ Consensus bargaining team member, committee co-chair-elected by my colleagues (1999-2000)
- ✓ Representative on the Beaver Dam Education Association Representative Assembly-elected by my colleagues (1999-2001)
- ✓ Student Council Advisor (1996-2000)
 - ♦ increased average involvement from 25 to well over 75 students
- ✓ Junior Varsity tennis coach (1996-1997)
- ✓ Mock Trial advisor (1996-present)
 - ♦ Increased average involvement from 12 to over 35 students

Structural Support Committee Chair

Donald P. Patnode, Assistant Principal

PROFESSIONAL EXPERIENCE:

BEAVER DAM HIGH SCHOOL – Assistant Principal

August, 1991 to present

Beaver Dam, Wisconsin

Leadership:

- Co-chair Administrative Management Committee - Smaller Learning Communities*
- Chair Building Leadership Assessment Team*
- Co-chair NCA School Improvement Committee*
- Co-chair District Assessment Committee*
- Co-chair District Equity/Diversity Committee*
- Co-chair Crisis Planning Sub-Committee*
- Coordinator and Director of High School Summer School Program*
- Coordinator of C.A.S.H. program for at-risk students*
- Coordinator of High School P.O.P.S. program*
- Coordinator of High School Community Service*
- Member of Smaller Learning Communities Steering Committee*
- Member of High School Alternatives Structures Committee*
- Member of High School Scholarship Committee*

Operational Responsibilities:

- Develop student / teacher master schedule for course offerings*
- Supervision of professional teaching and support staff*
- Orient and assist new staff*
- Assign and acquaint all staff members with their duties and responsibilities*
- Assist in planning staff meetings and activities*
- Assist teachers in matters relating to student discipline and morale*
- Coordinate and supervise student registration*
- Coordinate district, state and Advanced Placement testing*
- Coordinate extra-curricular busing and in-school teacher substitution*
- Complete district and state reports*

OCONOMOWOC HIGH SCHOOL

September, 1985 to August, 1991

Oconomowoc, Wisconsin

***Resume for
Donald P. Patnode***

EDUCATIONAL BACKGROUND:

CARDINAL STRITCH COLLEGE

*September, 1988 to July, 1991
Milwaukee, Wisconsin*

Master of Science - Educational Leadership and Curriculum Coordinator

UNIVERSITY OF WISCONSIN - WHITEWATER

*September, 1983 to August, 1985
Whitewater, Wisconsin*

Bachelor of Science - Education / Mathematics

UNIVERSITY OF WISCONSIN - LA CROSSE

*September, 1977 to August, 1981
La Crosse, Wisconsin*

Bachelor of Science - Business Administration

PROFESSIONAL ACTIVITIES:

Member AWSA and ASCD

Member SAA Legislative Committee 1994 - 1995

*Presenter "Matching Attendance with Credit" mini-session at 1993 Assistant Principals
Conference, Madison, Wisconsin*

REFERENCES:

Available upon request

PROGRAM EVALUATOR

Mr. Fred A. Skebba

(b)(6)

PROGRAM EVALUATION EXPERIENCE

Program Review Coordinator for D. C. Everest, Merrill, Oshkosh, Sheboygan, and Wausau, WI -- 1999-2003.

Team Leader for 19 School District Program Evaluations in Career and Technical Education -- 1978-1990.

Coordinator of 6 Program Evaluations in Career and Technical Education, Lakeland-Minocqua and Rhinelander, WI -- 1978-1990.

Member of Career and Technical Education Evaluation Teams at Lincoln Hills and Ethan Allen, Wisconsin Youth Correctional Facilities -- 1992.

ADMINISTRATIVE EXPERIENCE

Local Vocational Education Coordinator -- CESA #9, Tomahawk, WI - 1996-Present.

Local Vocational Education Coordinator -- School District of Rhinelander -- 1990-95.

Local Vocational Education Coordinator -- School District of Rhinelander and Lakeland-Minocqua, WI -- 1982-90.

Local Vocational Education Coordinator -- School District of Rhinelander, Lakeland-Minocqua, Northland Pines, WI -- 1975-82.

Local Vocational Education Coordinator -- Sheboygan Area School District, WI -- 1970-75.

TEACHING EXPERIENCE

High School Business Education -- Ontario, Omro, Sheboygan, WI -- 1958-70.

Instructor of Graduate Courses, UW-Stout (evenings)-- 1978-80.

Instructor, U. S. Army Administration School, Fort Chaffee, AK -- 1956-58.

Instructor, Lakeshore Technical College -- 1963-68.

PROFESSIONAL ASSOCIATION EXPERIENCE

President of Various Wisconsin State Associations:

- Wisconsin Association for Career and Technical Education
- Wisconsin Association of Secondary Vocational Administrators
- Wisconsin Association of Classroom Teachers
- Wisconsin Association of Secondary School Vocational Educators

Member of Association Boards of Directors and Various Committees.

Member of State Advisory Committees

- Center for Studies/Vocational & Technical Education, UW-Madison
- Center for Studies/Vocational & Technical Education, UW-Stout
- Educational Professional Development Act, DPI
- Committee of Practitioners (Carl Perkins Act), DPI/WTCS

EDUCATIONAL PREPARATION

Bachelor of Education, Business Education -- UW-Whitewater

Master of Science in Teaching -- UW-Whitewater

Twenty-five Additional Graduate Credits -- UW-Whitewater, UW-Madison, UW-Stout, UW-Oshkosh, Marian College.